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ABSTRACT

This summary evaluation report is designed to (1) give an indication of how the state achieves the goals of Federal programs; (2) increase understanding of various Federal programs; and (3) show the degree of achievement of the goals of the State-Federal Programs Division. The following programs are described: Adult Basic Education; Basic Skills Improvement; Career Education; Compensatory Education; Dissemination Capacity Building; Educational Improvement, Resources, and Support; Educational Services for Cuban and Haitian Entrant Children; Featherfoot: The Oklahoma Challenge; Gifted and Talented Education; Human Relations; Indian Education; K-12 Traffic Safety Education; Oklahoma Cultural Understanding Project; Oklahoma School/Community Network for Arts in Education; School Bus Driver Training Program; School Lunch Section; School Plant Services Section; Special Education Programs and Projects; State Leadership; and Transition Program for Refugee Children. Each brief evaluation report contains information on the program's purpose, State allocation of Federal funds, program scope, representative objectives, evidence of program effectiveness, and involvement and dissemination activities. (BW)

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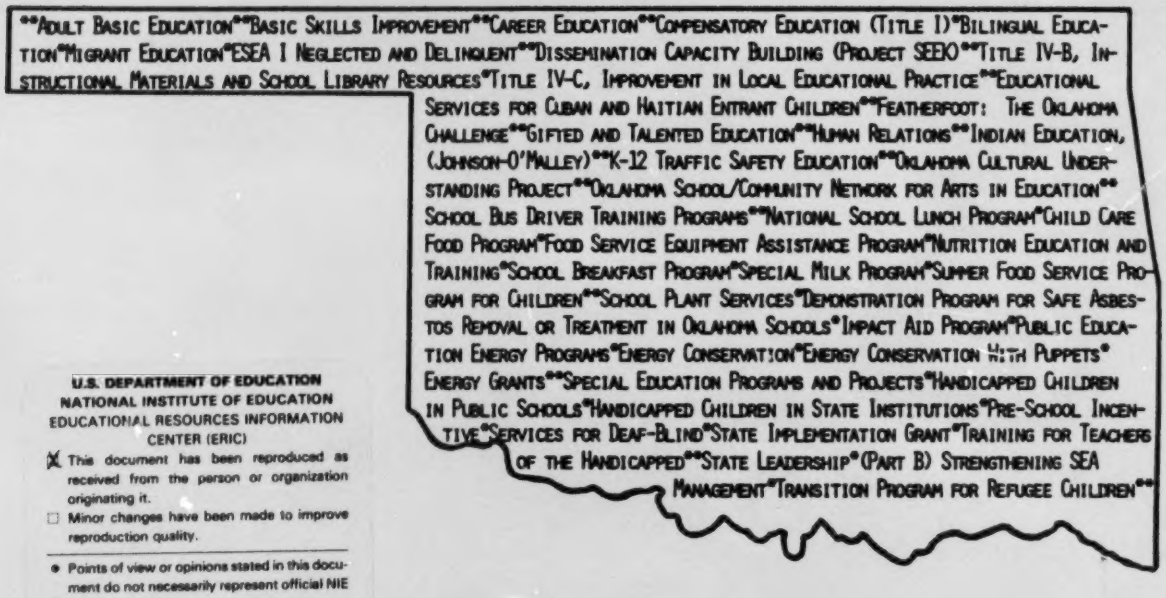
Annual Evaluation Report

Of

Federally-Funded Educational Programs

FY 1981


Adult Basic Education Basic Skills Improvement**Career Education**Compensatory Education (Title I)*Bilingual Education*Migrant Education*ESEA I Neglected and Delinquent**Dissemination Capacity Building (Project SEEK)**Title IV-B, Instructional Materials and School Library Resources*Title IV-C, Improvement in Local Educational Practice**Educational Services for Cuban and Haitian Entrant Children**Featherfoot: The Oklahoma Challenge**Gifted and Talented Education**Human Relations**Indian Education, (Johnson-O'Malley)**K-12 Traffic Safety Education**Oklahoma Cultural Understanding Project**Oklahoma School/Community Network for Arts in Education**School Bus Driver Training Programs**National School Lunch Program*Child Care Food Program*Food Service Equipment Assistance Program*Nutrition Education and Training*School Breakfast Program*Special Milk Program*Summer Food Service Program for Children**School Plant Services*Demonstration Program for Safe Asbestos Removal or Treatment in Oklahoma Schools*Impact Aid Program*Public Education Energy Programs*Energy Conservation*Energy Conservation With Puppets*Energy Grants**Special Education Programs and Projects*Handicapped Children in Public Schools*Handicapped Children in State Institutions*Pre-School Incentive*Services for Deaf-Blind*State Implementation Grant*Training for Teachers of the Handicapped**State Leadership*(Part B) Strengthening SEA Management*Transition Program for Refugee Children**

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Oklahoma State Department of Education

Leslie Fisher, State Superintendent

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ANNUAL EVALUATION REPORT

OF FEDERALLY-FUNDED EDUCATIONAL PROGRAMS

Prepared by

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OKLAHOMA STATE DEPARTMENT OF EDUCATION

December 1981

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Program	Act	Title	Public Law
Adult Basic Education	Adult Education Act	VI-A XIII-A	93-380 95-561
Arts in Education Program	ESEA 1978; Arts in Education Act of 1978	III-C	95-561
Basic Skills Improvement		II	95-561
Bilingual Education	ESEA 1965; Education Amendments of 1978	VII	89-10, 93-380, 95-561
Career Education	Career Education Incentive Act		95-207
Child Care Food Program	Child Nutrition Act 1978		Sec. 10, 89-642, 80 Stat. 889 (42 USC 1779); Sec. 16, 94-105, 89 Stat. 522 (42 USC 1766)
Compensatory Education	ESEA 1965; Education Amendments of 1978	I, Part A	89-10, 93-380, 95-561
Demonstration Program for Safe Asbestos Removal or Treatment in Oklahoma Schools	National Institute for Occupational Safety and Health (NIOSH) Grant		
Educational Improvement, Resources and Support			
Part B (Instructional Materials and School Library Resources)	ESEA 1965; Education Amendments of 1978	IV-B	89-10, 91-230, 93-380, 95-561
Part C (Improvement in LEA Practices)	ESEA 1965; Education Amendments of 1978	IV-C	89-10, 91-230, 93-380, 95-561
Educational Programs for Migratory Children	ESEA 1965; Education Amendments of 1978	I, Part B	89-10, 89-750, 90-247, 91-230, 93-380, 95-561
Educational Services for Cuban and Haitian Entrant Children	ESEA 1965, as amended		Secretary's Discretionary Authority, Section 303
Featherfoot: The Oklahoma Challenge	Energy Policy and Conservation Act of 1975		
Food Service Equipment Assistance Program			Sec. 5, 10, 89-642, 80 Stat. 587, 889 (42 USC 1774, 1779)
Gifted and Talented Education	Special Projects Act, Education Amendments of 1978, Gifted and Talented Children's Education Act	IX, Part A	93-380; Sec. 404 95-561

FEDERAL PROGRAMS IN FY 1981 (Continued)

Program	Act	Title	Public Law
Human Relations	Civil Rights Act, 1964 Education Amendments of 1972	IV IX	Sec. 403, 88-352
Impact Aid Program	Education Amendments of 1978	X	Sec. 2, 3, 4, 5, and 403 (11) of 81-874; and Sec. 305 (b) (2) of 93-380; 95-561
Indian Education	Johnson O'Malley, 1934; Education Amendments of 1978		73-167 95-561
Indochina Refugee Children Assistance Program	Indochina Refugee Assistance Act of 1976; Education Amendments of 1978	II, XIII (Part C)	94-405, 95-561, 96-123
K-12 Traffic Safety Education	National Highway Safety Act of 1966, Standards 4, 14, 17		
National School Lunch Program			Sec. 2-12, 60 Stat. 230; Sec. 10, 80 Stat. 889; 84 Stat. 212 (42 USC 1751-1760, 1779)
Nutrition Education and Training Program	Child Nutrition Act, 1966		Sec. 19, 95-166
Oklahoma Cultural Understanding Project	National Defense Education Act	VI	Sec. 603
Pre-School Incentive Grant	Education of the Handicapped Act	VI, Part B	91-230, 93-380, 94-142
Programs for Neglected and Delinquent Children in State Institutions	ESEA 1965; Education Amendments of 1978	I, Part B	89-10, 93-380, 95-561
Project SEEK (Sooner Exchange for Educational Knowledge)	National Institute of Education Grant		
Public Education Energy Programs	National Energy Act (via Oklahoma Department of Energy) National Energy Conservation Policy Act of 1978	I, Part A I, Part C III	95-39; Sec. 465.6 Sec. 301 95-619
School Breakfast Program			Sec. 4, 10, 80 Stat. 886, 889 - (42 USC 1773, 1779)
School Bus Driver Training Program	National Highway Safety Act of 1966; Standard 17, Pupil Transportation Safety		

FEDERAL PROGRAMS IN FY 1981 (Continued)

Program	Act	Title	Public Law
Special Educational Programs and Projects for Handicapped Children in Public Schools	Education of the Handicapped Act (EHA)	VI-B	91-230, 93-380, 94-142
Special Educational Programs and Projects for Handicapped Children in State Institutions	ESEA	I	89-313
Special Educational Programs and Projects; Services for Deaf-Blind Children	Education of the Handicapped Act (EHA)	VI-C	Sec. 622, 91-230
Special Educational Programs and Projects; Training for Teachers of the Handicapped	Education of the Handicapped Act (EHA)	VI-D	91-230
Special Milk Program			Sec. 3, 10, 80 Stat. 885, 889 (42 USC 1772, 1779)
State Implementation Grant for Early Childhood Handicapped	Education of the Handicapped Act (EHA)		93-380, 94-142
State Leadership (Part B) Strengthening SEA Management	ESEA, 1965; Education Amendments of 1978	V-B	89-10, 91-230, 93-380, 95-561
Summer Food Service Program for Children			Sec. 13, 94-105, 89 Stat. 515 (42 USC 1761), Sec. 7, 8, 91-248, 84 Stat., 211, 212 (42 USC 1759a, 1779)

INTRODUCTION

The administration of federally funded programs and projects at the State level is the responsibility of the Oklahoma Department of Education, Division of State-Federal Programs. The State Education Agency is required to demonstrate accountability through the preparation of "a report evaluating the results and effectiveness of programs and projects assisted thereunder the preceding fiscal year."

The need for evaluation information has increased as greater numbers of people have demanded more accountability from the process of education. No force has had greater impact on the development and use of evaluation techniques than the requirement that federally funded programs be evaluated. Local education agencies participating in one or more of the approximately 100 education programs supported by Congress submit reports detailing the results of their efforts.

Models for evaluation emphasize the importance of describing goals and objectives so that progress can be measured. Most of the Federal programs and projects can be categorized under three major goals:

--To equalize educational opportunity for groups and individuals who are educationally disadvantaged because of socioeconomic, physical, or mental handicapping conditions.

--To improve the quality and relevance of American education through research, development, experimentation, demonstration, dissemination, and training.

--To provide limited general support to selected education functions and activities such as libraries, state education agencies, construction, vocational education, etc.

One purpose of this report is to give an indication of how the Division of State-Federal Programs accomplishes its mission to achieve the goals of Federal Programs. The Division serves generally through the use of the following processes:

--Assisting local school personnel in planning and development of proposals and programs.

--Sharing information and orienting prospective applicants in workshops and seminars.

--Reviewing, revising, and approving applications for projects in relation to State Plans and Federal Guidelines.

--Assisting personnel with further development, implementation, evaluation, fiscal accounting, reporting, and dissemination relative to educational programs.

--Providing office conferences, field services, on-site visits, seminars, and workshops.

A second purpose of the report is to present information which will increase understanding of various Federal programs and facilitate efforts to keep abreast of new developments in Federal programs.

A third purpose of the report is to provide information which will show the degree of achievement of Division objectives. These must necessarily focus on the validation of the programs conducted by local education agencies. Thus the Division objectives are stated in terms of what is done at local levels. The activities of the Division are designed to:

--Ensure that the scope of local projects is adequate to accomplish the purpose of the program.

--Facilitate the development of objectives whose accomplishment will achieve the goals of the programs.

--Validate the local evaluation of programs to ensure that projects have accomplished objectives and use evaluation information to improve programs.

--Monitor activities designed to involve participants and other citizens in planning and implementing programs. Also monitored is the dissemination of information about programs.

On the following pages, data are presented about each of the projects utilizing Federal funds for their operation. In the Summary pages the data are organized into information to fulfill each of the three purposes of the report.

For further information, contact the office of the section providing the specific program services or the Office of the Assistant Superintendent, State-Federal Programs Division, Oliver Hodge Memorial Education Building, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma 73105.

ADULT BASIC EDUCATION

Statutory Designation

Adult Education Act, Title XIII-A of Public Law 95-561

Purpose

To provide adults with less than an eighth grade education an opportunity to continue their formal academic development to a higher socioeconomic level

Allocation of Federal Funds

FY-1977	$ 944,441
FY-1978	1,068,797
FY-1979	1,198,479
FY-1980	1,315,509
FY-1981	1,315,509

Education Needs of Adults in Oklahoma (25 years of age and older)

Grade Level Completed	1970	1978*
No Formal Education	17,322	18,856
1-4 grade level	62,209	68,545
5-7 grade level	149,973	164,847
8th grade level	188,663	206,156
1-3 yrs. high school	269,125	299,001
(Eligible Adults)	687,292	757,405

*Estimated census data obtained from Oklahoma State Employment Security Commission.

Scope

Forty-one (41) local education agencies were established to serve as area Adult Learning Centers for 215 local education agencies in the state. The area Adult Learning Centers and their Satellites are as follows:

Adult Learning Center	Satellites
Ada	Byng
Altus	Hollis, Granite, Olustee, Frederick, Grandfield, Snyder, Eldorado, Chattanooga

Adult Learning Center	Satellites
Anadarko	Fort Cobb, Carnegie, Lookeba-Sickles, Binger
Ardmore	Marietta, Healdton, Ringling, Davis
Bartlesville	Ramona, Copan, Nowata
Chickasha	Alex
Clinton	Weatherford, Cordell
Drumright	Sperry, Sapulpa, Broken Arrow, Cushing, Mounds, Kellyville, Central Vo-Tech, Owasso, Cleveland, Chandler, Bristow, Okemah, Prague, Keystone
Duncan	Walters, Waurika, Marlow, Velma-Alma
Durant	Atoka, Coalgate, Madill
Elk City	Hobart, Western Vo-Tech, Hammon, Erick
Enid	
Fairview	Garber, Alva Vo-Tech, Pond Creek, Hennessey
Guymon	
Hugo	Fort Towson, Grant, Nashoba
Idabel	Valliant, Wright City, Haworth, Smithville
Lawton	Cache, Pleasant Valley
McAlester	Haileyville, Kiowa, Calvin, Canadian, Eufaula
Moore	Edmond, Mustang, Millwood, El Reno Vo-Tech, Yukon, Tinker Air Force Base, South Oklahoma City Jr. College, Choctaw
Muskogee	Taft, Haskell, Oktaha, Checotah, Porum, Sims Boynton, Wagoner, Warner
Norman	Noble, Central State Hospital, Mental Health Center, Eighteen (18) local satellites within OKC School District
Okmulgee	Henryetta
Pauls Valley	Lindsay, Wynnewood, Stratford, Wayne, Sulphur, Maysville, Purcell
Pawhuska	Hominy, Barnsdall

Adult Learning Center	Satellites
Poteau	Cameron, Arkoma, Spiro, Fort Coffee, Pocola, Panama, Heavener
Ponca City	Tonkawa
Pryor	Bluejacket, Chelsea, Afton, Oak Hill, Claremore, Colcord, Cherokee Heights, Bull Hollow, Kenwood, Ballau, Jay, Vinita, Eucha, Commerce, Catoosa, Grove, Picher
Sallisaw	Belfonte, Kentucky, Stilwell, Muldrow, Marble City, Roland, Vian
Shawnee	Maud, McLoud, Wanette, Tecumseh, Harrah, Macomb, Boley
Stigler	Kinta
Stillwater	Perry, Pawnee, Fairfax, Perkins-Tryon
Tahlequah	Briggs
Talihina	Fanshawe, Albion
Tulsa	Eighteen (18) local satellites within City system, Coweta, Sand Springs, Skiatook
Watonga	Geary, Kingfisher
Wewoka	Konawa, Seminole
Wilburton	Red Oak
Woodward	

There were 14,787 adults participating in the Adult Education Program through the Adult Learning Centers and their satellites. The participants by learning level were as follows:

Level 1: 12,510 Level 2: 2,277

The Adult Learning Centers were served by the following personnel:

State Department of Education	4
Local Administrators	45
Professional (Teachers)	452
Paraprofessional	38

Kind of projects or components with number of learner participants per component:

Elementary and Junior High (ABE)	1,074	Correctional Institution	2,820
Secondary	3,412	Other locations	2,719
Community College	401		
Learning Center	4,361		

Evidence of Program Effectiveness

For evaluating the effectiveness of the program in academic standards, many standardized tests are used as well as teacher evaluations. Some of the standardized tests used are:

Adult Learning Examination	California Achievement Test
S.R.A. Achievement Series	Metropolitan Achievement Test
Jordan Reading Survey	

Observed changes in target participants can be documented in the following terms:

7,362 - completed ABE programs through the eighth grade
2,924 - passed G.E.D. examination
9 - graduated from high school after starting ABE program
1,543 - employed as a result of the ABE program
178 - registered to vote for the first time
60 - became U.S. citizens
1,455 - obtained a better job or salary increase
660 - were removed from public assistance

Involvement

Tulsa: We have found that many adults of our target population have special problems that require expertise from agencies in the community. To satisfy this need we developed a project in which a regular scheduled time was set to invite professionals to visit classes and counsel with students needing special help.

The relation between unemployment and undereducation is frequently one of the starting points for an ABE program. We have found that many businesses and industries give strong support to the effort being made to educate the unemployed. Often operating on an almost one-to-one basis, we have often been rewarded with personal victories and personal satisfaction.

The most significant factor in our success of the ABE program is the qualified and understanding teachers. It has been our good fortune to have several teachers who have become professional adult educators by working toward graduate degrees in adult education. Many of them have attended summer workshops conducted in state universities for adult education teachers.

Muskogee: Since our area is rapidly growing in population and industry, we have had an influx of people from various areas with a variety of needs. Many need to improve their reading and writing skills to get admission to a skill program. Many opportunities are waiting so the interest in classes and the attendance have been increasingly good.

We have been helping our people by counseling with them about the opportunities that are available. Many are working at these plants and industries, but are looking for a chance to advance.

Our Vietnamese classes have really had great participation. Many of these students want to obtain enough language skills to be removed from the welfare rolls. Some have become employed after achieving skills and confidence in our classes.

Many of our community resources have been cooperative in helping recruit our students. Some have sent brochures telling of the opportunities available in the job market to our classes.

We have had a special project in some areas of counseling and students have been given aptitude tests to see where their primary areas of interest are.

As a whole, the administrative and teaching staff feel very good about the success of this program in our community.

McAlester: McAlester Learning Center operated through McAlester Public Schools has had a successful program year. Specific features were:

- Three classes located in institutions outside LEA buildings
- Maintained budget from 1979-80 of $22,000 - up $7,000 from 1978-79
- Additional units formed over funds allocated by proposal: from 12 to 14
- Continuation of daytime classes
- Increased teacher training in ABE/ESL courses
- Increased interest by the general public and continued co-operation by the Advisory Board
- Teachers donating personal time to the program
- Additional involvement of the community with ABE class offered in local church
- McAlester Learning Center office now more accessible to the public

Idabel: The cooperation of the many agencies in the area helped to enhance the program. Letters received make clear their interest in this work.

Although it is too early to judge the total result of this program in terms of guiding these students into a desire to continue to learn

and grow, one can determine from what is now happening that an interest has been brought out. We in McCurtain County have just recently been blessed with both a Higher Learning Center where college level work can be obtained and a Vocational Technical School. Both of these institutions are constantly calling for information on past students who are seeking higher education. In many cases there has been several years delay between the student taking the ABE program and their seeking further education at these centers.

It can reasonably be expected that a number of the present class students will also take advantage of this higher educational opportunity.

Tahlequah: The provisions for on-going instruction throughout the year has brought about a continuity in providing an instructional program for the teaching of basic educational skills at individualized levels of understanding. All students enrolled in the program were provided materials and an instructional pattern resulting in accomplishment of personal goal satisfactions as well as program goals. Interwoven within the basic skills instruction are related areas of life-skills development. Those participants not meeting complete stated objectives were basically due to lack of consistent attendance. The inclusion of eight participants from foreign countries was an added incentive to the overall program. Working as a motivating factor for all participants and as a new challenge to the instructional staff, these students were considered a strength to the program. It also provided an opportunity to develop friendships as well as to impart knowledge. The greatest weakness displayed for this year's program was the lack of adequate finances to provide additional classes in satellite communities.

All classes are held in locations where physical plants are designed to meet the needs of the handicapped. Materials for handicapped are evaluated for use with handicapped assistance materials. Physical comforts and scheduling are considered in meeting the needs of the elderly.

Pauls Valley: This project will serve approximatley 70 patients in rest homes and nursing centers in this area. Twenty (20) tie in with the vocational and/or technical training available for the adult segment; some classes are based on recommendations from these sources to meet the need of participants for further training. The flexibility of the class schedule is determined by the advanced survey of the prospective students (i.e. This will determine the need for daytime or evening classes). The objective of the program is to provide basic learning skills, instruction in basic health and economic factors and to inform and assist in services for self-development and satisfaction.

The activities of this program will consist of regular classroom instruction, field trips for on-site instruction, speakers from various fields, wide use of the media and one-to-one instruction for special needs.

There is a recognized, but unidentified, number of adults in need of and wishing to participate in the program. Approximately 1,765 adults

have been identified in need of ABE instruction to enable them to pursue a skill or vocation or just to develop their self-image. Fourteen (14) teachers and two (2) para-professionals serving sixteen (16) classes are available to deliver the aforementioned services.

Altus: We feel the goals and objectives of our original application were met.

It was stated that we were to help adults gain the basic knowledge of skills needed to be proficient in everyday living, whether on the job, at home, or in the community. Also we were to assist foreign-born, non-English speaking adults to learn and have a better command of the English language.

Of the 143 students enrolled in the ESL approximately 100 students became proficient in English, enough so that they began to attend basic ABE classes to learn more of the writing skills. Twenty five percent of these students were promoted to better jobs as a result of this proficiency.

Of the 586 aduits enrolled, 291 reached their personal goals they set at the beginning of the term. The remaining students made progress, but only 106 did not attain them.

Overall, thirty-four percent of those unemployed at the beginning of the term found employment during the semester. Those that could continue in attendance did so. However, some of the students had to move to take the job. Of those who were employed at the beginning of the term, sixteen percent were promoted or given an increase in salary.

Out of the 291 students who realized their goal, 36 continued their education either by enrolling in college, nurses training, or other vocational fields.

Three of the five foreign students who received their citizenship voted in their first elections.

BASIC SKILLS IMPROVEMENT

Common Name of the Program

Basic Skills Improvement

Statutory Designation

Title II, Public Law 95-561

Purpose

The purpose of Basic Skills Improvement is COORDINATION.

State Allocation of Federal Funds

FY 1981 $102,620

Scope

A. Coordination Management System

B. Five Grant Schools--Funded at $7,000 each

1. Boley Public Schools
2. Kildare Public Schools
3. Pioneer Public Schools
4. Indianola Public Schools
5. Flower Mound Public Schools

C. Coordination plans are being developed by the staff and administration at each Grant site.

Year 1 of the State Plan is directed to PLANNING.

Representative Objective

Year 1: To provide Coordination Inservice for each Grant site, so that at the completion of the Planning Year, a Coordination Design will be developed (by September, 1982)

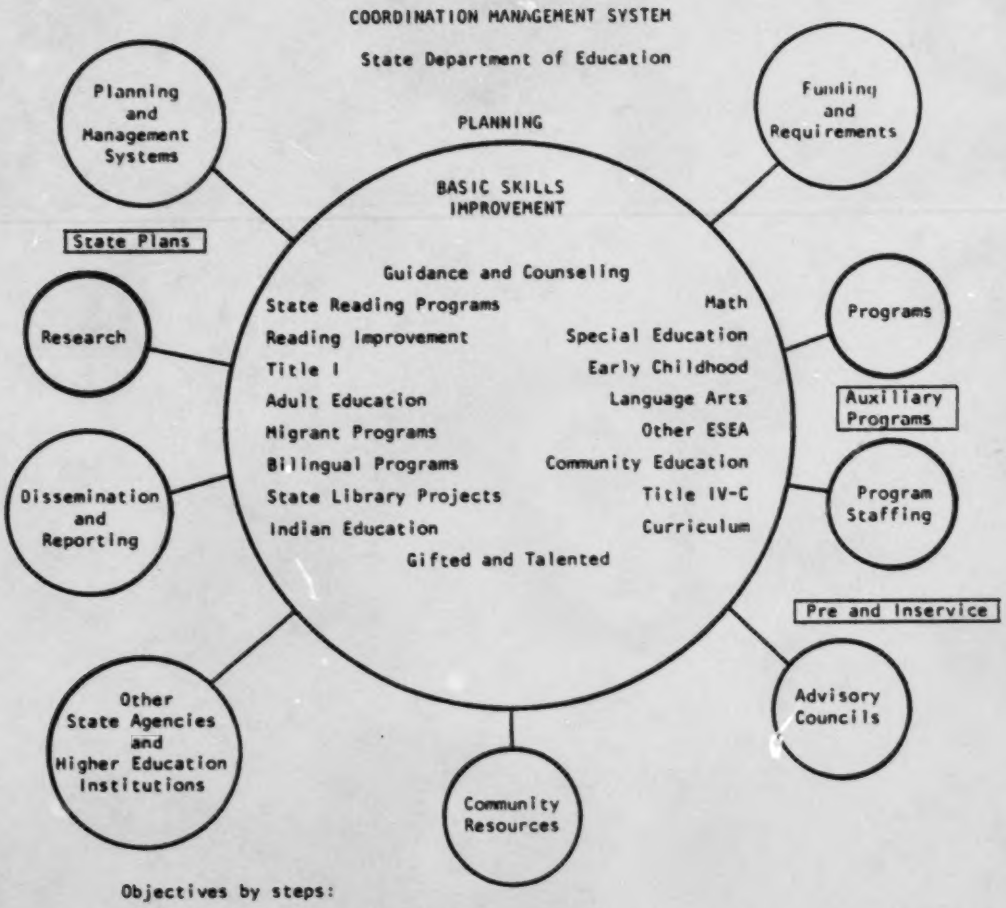
Evidence of Program Effectiveness

A. Faculty involvement with inservice sessions (as documented by log)

B. School Board Support (as evidenced by continuity of planning through the summer months).

Involvement and Dissemination Activities

A brochure of accomplishments is being planned for Autumn, 1982, featuring Year I: Planning; Year II: Coordination Design.



Objectives by steps:

1. Identification
2. Comparison and Assessment
3. Resource Bank
4. Cooperation, collaboration and coordination
5. Education of publics

Figure 1.
(From the State Plan)
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CAREER EDUCATION PROGRAM

Common Name of the Program

Career Education

Statutory Designation

Career Education Incentive Act, Public Law 95-207

Purpose

The grant from the U.S. Office of Education to the Oklahoma State Department of Education was for program support at both the State Educational agency and the local educational agencies in the following areas:

State Level

I. Employing such additional State educational agency personnel as may be required for the administration and coordination of programs

II. Providing state leadership for career education by:

A. Conducting inservice institutes for educational personnel

B. Training local career education coordinators

C. Collecting, evaluating, and disseminating career education materials on an intrastate and interstate basis with special emphasis on overcoming sex bias and stereotyping

D. Conducting statewide needs assessment and evaluation studies

E. Conducting statewide career education leadership conferences

F. Engaging in collaborative relationships with other agencies of State government and with public agencies and private organizations representing business, labor, industry, and the professions and organizations representing the handicapped, minority groups, women and older Americans

G. Promoting the adaptation of teacher-training curricula to the concept of career education by institutions of higher education located in the State

III. Making payments to local educational agencies for comprehensive programs including:

A. Instilling career education concepts and approaches in the classroom

B. Developing and implementing comprehensive career guidance, counseling, placement, and follow-up services utilizing counselors, teachers, parents, and community resource personnel

C. Developing and implementing collaborative relationships with organizations representing the handicapped, minority groups, and women and with all other elements of the community, including the use of personnel from such organizations and the community as resource persons in schools and for student field trips into that community

D, Developing and implementing work experiences for students whose primary purpose is career exploration, if such work experiences are related to existing or potential career opportunities and do not displace other workers who perform such work

E. Employing coordinators of career education in local educational agencies or in combinations of such agencies (but not the individual school building level)

F. Training of local career education coordinators

G. Providing inservice education for educational personnel, especially teachers, counselors, and school administrators, designed to help such personnel to understand career education, to acquire competencies in the field of career education and to acquaint such personnel with the changing work patterns of men and women, ways of overcoming sex stereotyping in career education, and ways of assisting women and men to broaden their career horizons

H. Conducting institutes for members of boards of local educational agencies, community leaders, and parents concerning the nature and goals of career education

I. Purchasing instructional materials and supplies for career education activities

J. Establishing and operating community career education councils

K. Establishing and operating career education resource centers serving both students and the general public

L. Adopting, reviewing, and revising local plans for coordinating the implementation of the comprehensive program

M. Conducting needs assessments and evaluations

State Allocation of Federal Funds

FY1980	$210,313
FY1981	158,644

Scope

The Oklahoma State Department of Education employed a Career Education Coordinator on July 1, 1979. The Coordinator is assigned to the Guidance and Counseling Section which has six staff persons with a number of responsibilities including technical assistance in career education. The Career Education Coordinator has the responsibility for the administration, coordination and evaluation of all career education programs in the local educational agencies.

To distribute the Career Education Incentive Act funds to the local educational agencies, the State Department of Education established a procedure requiring the local educational agencies to submit an application which included an assurance of the maintenance of effort, status of private nonprofit school participation, needs assessment, goal, objectives, activities, evaluation design, dissemination plan, and budget. The Career Education Advisory Committee evaluated the applications and recommended that the State Board of Education award subgrants to the following 30 local educational agencies for the 1980-81 academic year:

School	Amount	School	Amount
Agra	$4,350	Norman	$4,350
Ardmore	4,350	Oilton	4,350
Boley	4,350	Okemah	4,350
Broken Arrow	4,350	Oklahoma City	4,350
Catoosa	4,350	Pocola	4,350
Collinsville	4,350	Porter	4,350
Deer Creek	4,350	Putnam City	4,350
Glencoe	4,350	Skiatook	4,350
Hugo	4,350	Stilwell	4,350
Keota	4,350	Tulsa	4,350
Kinta	4,350	Tuttle	4,350
Liberty (Mounds)	4,350	Weatherford	4,350
Liberty (Muldrow)	4,350	Wellston	4,350
Madill	4,350	Westville	4,350
Millwood	4,350	Whitebead	4,350
		TOTAL	$130,500

Representative Objectives

The State Department of Education Career Education Coordinator will:

--Conduct an awareness inservice for local educational agency administrators.

--Develop a program for inservice training of local educational agency Career Education Coordinators.

--Identify and disseminate information about exemplary programs.

--Design and implement an evaluation of the career education program.

The local educational agency career education programs will:

--Instill career education concepts and approaches in the classroom.

--Provide inservice education for educational personnel, especially teachers, counselors and school administrators, designed to help such personnel to understand career education, to acquire competencies in the field of career education and to acquaint such personnel with the changing work patterns of men and women, ways of overcoming sex stereotyping in career education and ways of assisting women and men to broaden their career horizons.

--Purchase instructional materials and supplies for career education activities.

Evidence of Program Effectiveness

Each project was evaluated by a team of three persons composed of people from the State Department of Education and the State Career Education Advisory Committee. During the evaluation visits, the LEA career education staff gave an overview of their goals and objectives. A period of time was set aside during each evaluation to have personal interviews with teachers and students and to examine records, activities, and reports. The projects administered pre-tests at the beginning of the school year to measure students knowledge and awareness of careers. They administered post-tests during the last quarter of the school year to measure how much knowledge and awareness had been gained.

Involvement and Dissemination Activities

The information was disseminated through the Oklahoma Educator, Superintendent's Newsletter, and the daily newspapers.

COMPENSATORY EDUCATION

Common Name of the Program

Title I

Statutory Designation

Elementary and Secondary Education Act (ESEA) of 1965, Title I; Public Law 89-10, as amended by Public Law 95-561

Purpose

To provide opportunities for educationally deprived children to increase academic achievement through participation in comprehensive innovative programs

State Allocation of Federal Funds

FY 1977	Part A	$20,301,200
FY 1978	A	23,095,621
FY 1979	A	28,764,887
FY 1980	A	31,270,665
FY 1981	A	32,651,166

Scope

Number of approved projects 580
Number of school districts participating 591
Number of districts who received allocations. .618

The duplicated number of participants--98,975--includes students from preschool through high school.

Unduplicated number of participants by grade level:

Grade	Number of Participants
PK	285
KG	569
1	4752
2	9321
3	9472
4	9734
5	9585
6	9348
7	8811

Grade	Number of Participants
8	7740
9	4273
10	2946
11	1950
12	1445
TOTAL	80,231

Total FTE state and local staff:

State Department of Education Professionals	14.50
State Department of Education Clerical	4.41
Local educational agency certified staff	1,668.00
Local educational agency noncertified	933.00

The different kinds of projects or components had the following number of learner participants per component:

	Regular Term	Summer	Total
Reading	54,284	2,245	56,529
Language Arts	12,784	794	13,578
Math	27,287	1,581	28,868
TOTAL	94,355	4,620	98,975

Evidence of Program Effectiveness

The achievement scores reported for participants in Title I programs reflect a gain in all components. The average NCE gain for Title I participants in all programs was 6.87.

More parents were involved in planning, evaluation and implementation of programs. Achievement levels were improved. Smaller classes were provided for participants. More inservice training was provided for teachers and parents.

Involvement and Dissemination Activities

Each local educational agency involved parents in the planning, operation and evaluation of their Title I programs. This involvement is accomplished through the establishment of parent advisory councils (PACs) whose membership must consist of parents of children eligible to be served. PACs are kept informed as to the special needs of the children to be served and they make recommendations on programs designed to treat these needs. Title I funds may be used for the inservice training of the PAC members.

During FY 1981, 7,629 parents were involved in project planning, implementation and evaluation.

Some samples and types of dissemination efforts are:

PAC meetings
Open House
School Newspapers
Letters to Parents
NDN Conferences
Local Newspapers
State Parent Conferences
Home visits
Television
Radio
PTA Meetings
Education Fairs
National Parent Conferences

BILINGUAL EDUCATION

Statutory Designation

Bilingual Education Act: Title VII of the Elementary and Secondary Education Act of 1965, Public Law 89-10, amended by Public Law 93-380; 20 U.S.C. 880b

Purpose

To develop and implement elementary and secondary school programs, including activities at the preschool level, to meet the educational needs of children of Limited English Speaking Ability (LESA) and to demonstrate effective ways of providing such children instruction designed to enable them, while using their native language, to achieve competence in English

Federal Grants

LEAs:	FY 1977	FY 1978	FY 1979	FY 1980	FY 1981
Broken Bow	$102,043	$138,000	$138,135	$ ---	$ ---
Greasy	163,743	163,743	190,000	222,845	---
Justice	---	---	---	---	165,579
Maryetta	---	---	---	---	228,899
Oklahoma City	58,462	64,153	85,357	112,000	115,048
Salina	---	---	---	27,989	366,185
Strother	168,621	180,155	169,743	169,788	---
Talihina	---	---	---	97,470	99,700
Higher Education:					
Oklahoma City University	90,000	90,000	91,350	---	---
University of Oklahoma	30,000	106,772	---	---	---
State Department of Education	8,000	24,463	26,111	28,944	31,214

Scope

The total number of Local Education Agency (LEA) projects is five. Other than Oklahoma City each is a consortium of several small rural school districts.

The estimated number of children served is 3,985 including children from kindergarten through grade eight. Not every project serves the same grade levels. Each project is funded on a continuation basis, i.e., initial funding is projected for three years, and, as some have been in operation longer than others, some will complete their Federal funding period sooner than others.

The State Department of Education (SDE) allocation is intended to assist LEA projects through coordination of monitoring, liaison with the U.S. Department of Education (USDE), dissemination of information and successful practices, and coordination of services to limited English speaking children funded from other sources.

Representative Objectives

Oklahoma City has used Title I and Bilingual funds to upgrade its Mexican-American children's reading and math scores as well as provide a culturally relevant in-school program in its target schools.

The Native American projects have developed special cultural classroom materials through which they strengthen the children's self-identity as well as improve their English language skills.

The SDE has developed and implemented the following:

A statewide conference on bilingual education
A handbook for school administrators
A handbook for the classroom teacher
A coordinated application procedure for supplemental project funding from Title VII resource centers
An English as a Second Language assistance program for all LEAs enrolling a limited English speaking student
An extensive in-service program

Evidence of Program Effectiveness

Language and cultural differences in children often lead to poor self-image and thus to increased difficulty in the academic areas of school. This in turn leads to poor attendance and lack of parent participation. The results of this program are often, therefore, subjective and intangible and difficult to measure through standardized means. However, directors of the various projects and their teachers often report the following results from their schools:

Parents become more involved in their children's schooling.
Dropout rates decrease.
Better community-school relationships are established.
Students have a better self-concept.
Teacher attitudes improve.
Student scholastic achievement is improved.

Involvement and Dissemination Activities

Although the LEA projects are directly funded from Washington through the Office of Bilingual Education and are directly responsible to USDE, LEAs have cooperated fully with every effort of the SDE to coordinate activities and disseminate information between and among the projects and other interested parties.

Examples are:

Unified requests for assistance from regional dissemination and resource centers
Development of a state organization for bilingual education
Participation in the development of a state plan
Assistance and participation in a state conference
Complete cooperation in monitoring visits to school sites
Presentations at various educational meetings and conferences

Many schools previously not involved in bilingual education have become involved. The SDE has assisted the office staff, principals, and faculty members of these nonparticipating schools by providing services to their LESA students.

Responsibilities of the SDE are as follows:

--Disseminate lists of Title VII projects and applicants and state funded bilingual programs to Centers serving them

--Disseminate schedules of SDE workshops, conferences, and inservice training

--Disseminate lists of network-developed products

--Disseminate schedules of activities sponsored by the Title VII system members

--Disseminate existing and proposed state laws, regulations, designs, and plans pertinent to bilingual education

--Provide information about universities and colleges which have bilingual teacher-training programs

--Inform LEAs of available noncommercial materials

--Provide and disseminate information on state textbook adoption procedures and establish procedures for the utilization of non-commercial products

--Provide and disseminate information on state certification and reciprocity requirements for bilingual education

--Disseminate demographic, testing, racial and ethnic data about State LESA children

--Provide information to LEAs about program design, scope and populations to be served

--Review proposals

--Facilitate proposal development in cooperation with Training Resource Centers (TRCs)

--Coordinate joint workshops with System members

--Provide information on internal LEA procedures (release time, etc.)

--Disseminate information on university-approved, bilingual teacher training programs and activities

--Disseminate information on other pertinent programs within the SDE

--Cooperate in pilot testing of materials, i.e., site identification, contact, selection

--Facilitate problem-solving between LEAs and Centers

MIGRANT EDUCATION

Common Name of the Program

Migrant Education

Statutory Designation

Title I of the Elementary and Secondary Education Act of 1965, as amended; Public Law 89-10, Public Law 89-750, Public Law 90-247, Public Law 91-230, Public Law 93-380, and Public Law 95-561

Purpose

Oklahoma ranks in the top ten in the nation in production of a number of crops. According to the 1970 Census, it was indicated that 81.8 percent of the land in Oklahoma was utilized for farm activity. This diverse variety of agricultural activity has created the need for and the employment of migrant workers in many parts of the state. The education of the migrant workers' children is continually disrupted. The purpose of migrant education is to establish programs and lend support to the affected areas to meet the educational needs of the children of these workers as they move from place to place seeking agricultural or seasonal employment during harvest times.

State of Oklahoma - Allocation of Federal Funds

FY 1977	$ 777,128
FY 1978	877,326
FY 1979	1,029,481
FY 1980	1,676,714
FY 1981	1,941,750

Scope

Thirty-four (34) school districts received grants under this program:

Altus	Eldorado	Mtn. Park
Arnett (Hollis)	Felt	Olustee
Binger	Frederick	Oney-Albert
Blair	Gould	Ryan
Boise City	Grandfield	Sentinel
Burns Flat	Granite	Snyder
Butler	Hobart	Southside
Clinton	Hollis	Temple
Custer	Lookeba-Sickles	Terral

Davidson	Mangum	Washington
Eakly	Martha	Waurika
		Weaver

Level of Children Served:

Grade	
Pre-kindergarten	308
Kindergarten	129
Elementary 1-6	2,796
Secondary 7-12	932
Unclassified	135
TOTAL	4,300

Categories of Children Served:

Grade	Inter-State	Intra-State	Five-Year
Pre-kindergarten	134	93	81
Kindergarten	57	36	36
Elementary 1-6	1,049	875	872
Secondary 7-12	349	293	290
Unclassified	40	46	49
TOTAL	1,629	1,343	1,328

GRAND TOTAL - - - - - - - - - - - - - - - - - 4,300

There was no summer school for the FY 1981 school year.

The total number of staff working in the statewide migrant education program is as follows: Teachers - 74; Aides - 64; Directors - 34; and Support Personnel - 28. The total number of staff is 200. The State Director is also assisted by a Regional Service Center Director who works out of the Migrant Lab located at Altus.

Representative Objectives

The State Department of Education will develop a state plan for LEAs to participate in the Oklahoma Migrant Education Programs and assist the LEAs in establishing programs of instruction and supportive services for children of migrant agricultural and fishery workers that they may, through education, be provided the skills to overcome their handicaps and take better advantage of their opportunities.

The State Department of Education will re-establish 34 migrant programs where there are pockets of concentrations of eligible children (5 to 17 school age children).

The State Department of Education will assist participating LEAs in planning and establishing programs with learning environments conducive to the success and well-being of migrant students.

The State Department of Education will plan and implement in-service programs which include: Migrant Student Record Transfer System activities, transmittal skills activities, and basic skills activities.

The State Department of Education will allocate funds to 34 LEAs choosing to participate; the program will directly or indirectly affect approximately 4,000 students.

The State Department of Education will plan and implement identfication and recruitment activities for involving children in a program and for funding purposes. This will include inservice and training of contracted recruiters, assignments and responsibilities.

LEA Representative Objectives

To provide individualized instruction in the basic skills area according to the needs of the students in order to improve their opportunity to function at a level equal to their potential

To provide a program utilizing every available federal, state and local resource in order to improve conditions and cultural relationships among children

To provide supportive services which will encourage and promote each student's social growth, positive self-concept and group interaction skills

To improve reading and math comprehension by at least one grade level or show a gain in normal-curve-equivalent (NCE) scores as evidenced by standardized tests, teacher-made tests and teacher observation

To provide tutorial services that will help the individual child to improve their effectiveness in communicating thought and ideas. Activities toward this objective will involve both oral and written expression.

Evidence of Program Effectiveness

The primary goal of migrant education is to increase the academic achievement of eligible project participants. The goal is based on the recognition that educationally deprived migrant children can achieve at a "normal" rate when provided comprehensive, innovative services by a competent staff.

The Oklahoma State Department of Education has developed a comprehensive consolidated evaluation reporting system for eliciting data from local educational agencies for all federally funded programs including migrant education. A major inservice effort focuses each year

on assisting administrators and teachers in making the transition from grade equivalent to normal-curve-equivalent data collection and to design a format to enable LEAs to report student gains in terms of NCEs.

The effectiveness of migrant programs is evaluated by teacher utilization of a variety of materials ranging from nationally normed tests to teacher-made tests. These also include criterion referenced tests, anecdotal records, rating scales, parent council committee opinion and classroom observation. In most cases they are reported to the State Educational Agency in NCEs. Each LEA selects the nationally normed test which is most effective for use in their individual districts.

The most commonly used nationally normed tests at the LEA level are: Metropolitan Achievement, California Achievement, Wide Range Achievement, Stanford Achievement, Peabody Individual Achievement, Metropolitan Readiness, Peabody Picture Vocabulary and Iowa Test of Basic Skills.

Pre-testing does include all activities in which the child will participate. This is based on an assessment of the child's needs by the participating school as to the specific needs of the migrant child.

Data collection on pre-testing is on a timely basis. Once the need of the child is determined he/she is provided whatever services are needed. This is always done after administration of the pre-test.

When locals administer pre-testing, immediate analysis of the data is maintained and filed and is used to determine plans for personnel and student needs. This data is also reported on the annual form to the State Department of Education. The compiled data is public and available to participating schools upon request.

The post-test includes both cognitive and noncognitive objectives. A comparison of pre-test and post-test data is made immediately by the participating school.

The analysis and comparison of pre-testing and post-testing is conducted on a timely basis. When pre-testing and post-testing data are reported to the State Department of Education (Federal Programs Annual Report), this allows another point of view in analyzing and comparing data. Any similarities and/or disparities as reported are discussed with the schools.

The evaluation design includes data collection methods to assess results of supportive services. The data includes the number of children receiving these services, number pre-tested and post-tested, number of certified staff, noncertified staff and program expenditures.

In most instances, it was reported that there were significant gains in meeting the needs of the migrant students as indicated in the program needs assessment. Students are gaining grade levels desired, improving their oral and written skills and making significant gains in certain academic areas.

Involvement and Dissemination Activities

Parents continue to be involved in the overall development of migrant education within the state. They are invited and encouraged to participate in special activities and programs. Home visitations are made to keep communications open.

A State Parent Advisory Council has been formed. The council consists of nine persons: one superintendent, two teachers, one aide, and five parents. The formation of the parent council is consistent with Section 142(a)(4) of Public Law 95-561 which requires for the Migrant Education Program that "there be appropriate consultation with advisory councils." The Parent Advisory Council meets 2-4 times a year. The responsibilities of the council are to: (1) study migrant statutes and regulations, (2) study and become knowledgeable about the state program for migrant education, (3) monitor and review the state migrant program and offer suggestions and make recommendations to assist in maintaining and developing an improved migrant education program, and (4) be involved in the total planning, implementation and evaluation of the migrant program.

A statewide workshop is help annually for all migrant personnel. Outside consultants are invited to make presentations in areas as requested by local projects. An average of four (4) workshops is conducted each year. This includes: (1) a two-day workshop in the summer on the Migrant Student Record Transfer System, (2) the two-day statewide general workshop, (3) several transmittal skills workshops, and (4) one reading workshop. As a result of inservice activities, there is general agreement among the staff that the program has produced: (1) an improved understanding of and heightened sensitivity to the problems and needs of disadvantaged migrant children, (2) a higher level of academic achievement on the part of migrant children as a result of language skills usage, and (3) a new awareness in the total community of the problems related to migrants and education in the low socio-economic areas.

The identification and recruitment of eligible migrant children is accomplished as follows: (1) local project schools identify and recruit eligible students during the regular school year and involve them in a program, (2) when funding is adequate for summer programs, local projects identify and recruit eligible students and involve them in a program, and (3) nonproject identification and recruitment occurs with the use of contracted recruiters. They are trained and given recruitment assignments in geographic areas where there are known concentrations of migrants.

Participating projects and contracted recruiters are responsible directly to the State Director of Migrant Education for complying with statutes and regulations.

Dissemination of information by participating projects is accomplished by several means. Mail-outs and memos are the most common. Any vital information and/or news stories may be published in the two State Department of Education publications--the Oklahoma Educator and the Superintendent's Newsletter. A Migrant Administrators' Handbook has

been developed and distributed and is available upon request. It will be revised and updated. Participating projects take advantage of every type of local media that is available. Some report to newspapers, others to school publications and others to local radio and television stations. Dissemination of information concerning migrant program activities is reported on the evaluation instrument. The participating projects report the number of local and statewide dissemination efforts in the following areas: education fairs, television, PTA, newspapers, brochures and other printed materials.

PROGRAMS FOR NEGLECTED AND DELINQUENT CHILDREN IN STATE INSTITUTIONS

Common Name of the Program

Neglected and Delinquent

Statutory Designation

Elementary and Secondary Education Act (ESEA) of 1965, Title 1; Public Law 89-10, as amended by Public Law 95-561

Purpose

To provide educational opportunities which meet the needs of neglected and delinquent children in state institutions

State Allocation of Federal Funds

FY 1977	Neglected	$253,460	Delinquent	$180,773
FY 1978	Neglected	253,460	Delinquent	180,773
FY 1979	Neglected	291,161	Delinquent	185,867
FY 1980	Neglected	283,228	Delinquent	174,332
FY 1981	Neglected	240,744	Delinquent	186,063

Scope

Six state institutions received allocations in FY 1981. They were:

Taft - Oklahoma Children's Center
Pryor - Whitaker Home
L. E. Rader Diagnostic Center
Boley Boys' School
Tecumseh Girls' School
Helena Boys' School

Approximately 1,200 students participated in Title 1 programs; some participated in more than one activity. Thus, the actual number of participants may be less than the total shown below:

Grades

1 - 245	4 - 79
2 - 136	5 - 21
3 - 10	6 - 179

7 - 56	10 - 107
8 - 97	11 - 78
9 - 139	12 - 53

The State Department of Education staff members are involved in administering the instructional programs, but also serve other Title 1 programs.

State Department of Education Professional	14.50
State Department of Education Clerical	4.41

The LEA staff members include teachers, aides and administrators:

Administrators	1.25
Teachers	28
Aides	9

The program contains a variety of kinds of projects or components. The number of learner participants per component was as follows:

	Number of Participants
Language Arts	181
Reading	405
Summer School (extended term)	125
Math	249

Most of the programs used tutors or aides to give more attention to individual student's needs.

Evidence of Program Effectiveness

Achievement tests, teacher-made tests, teacher ratings, and behavior observations were used to evaluate the performance of program participants. Many indicated that it was difficult to use the achievement tests because of the short time period participants were in the program. It was reported that objectives were achieved at the level of 80 to 90 percent. The teacher ratings indicated that a majority of the students made good progress.

Project SEEK

Common Name of the Program

Project SEEK (Sooner Exchange for Educational Knowledge)

Statutory Designation

Funded by grant from National Institute of Education (NIE)

Purpose

To provide research services to Oklahoma educators by linking them with the latest information on educational research and educational products. Working through the State Education Agency (SEA) subject specialists and field representatives and LEA librarians, classroom teachers and administrators are linked to this knowledge and assisted in its utilization on a request basis.

State Allocation of Federal Funds

Project SEEK is funded on an annual basis through grants from NIE. The amount of federal support diminishes over a five-year period allowing for integration of the project into regular services provided educators by the SEA. Following is a division of financial support between Federal and State since inception of the project with federal support projected:

	Federal	State
1978*	$75,000	$ 94,641
1979	$65,000	$107,160
1980	$58,549	$172,418
1981	$52,524	$229,117
1982	$50,000	

*Calendar Year

Scope

Project SEEK is administered in the Communications/ Dissemination Section with the Project Director dividing his time between these two functions. The Project is staffed by a coordinator and the information representative.

To date, more than 1,500 search requests have been processed by the project staff. Computer-housed knowledge resource bases are used;

these are SDC (California) and BRS (New York). In addition, manual searches are utilized whenever possible; searching into materials housed within the project, at the Oklahoma Department of Libraries, and in area universities (OU, CSU). The ERIC collection is the most heavily used resource base, accommodating approximately 65 percent of the search requests.

An analysis of Project SEEK clients disclosed the following: classroom teachers-46%; SEA staff-20%; LEA librarians-10%; administrators-14%; counselors-3%; and others-7%. Within these divisions there are subdivisions; special education teachers were found to be heavy users of Project SEEK assistance.

Project SEEK staff also functions as the Publications Clearinghouse Records Office through which, as mandated by State law, all SEA publications for distribution outside the building must be processed to the Oklahoma Department of Libraries.

Project staff is able to provide clients with an average turn-around time (time from the date search request is received to the date response is mailed to the requestor) of 10-12 days.

The Project also runs a continuing evaluation process, using forms designed by NTS and approved by NIE, on a random sampling basis as prescribed by the Planning, Research and Evaluation Section of the Oklahoma SEA.

Representative Objectives

The primary objective of Project SEEK is to provide Oklahoma educators with easy access to the latest information on educational practices, theories, philosophies and products and to assist specialists in their efforts to assist educators in the utilization of this new knowledge.

While it is easy to conduct quantitative analyses of the Project's services -- number of requests received and processed, for example -- it is difficult to produce a measurable report or evaluation on the impact of this research in the classroom and on the students exposed thereto. This is approached in our continuing evaluation of utilization but is by no means complete.

Evidence of Program Effectiveness

The most cogent evidence of effectiveness and value of the Project's services is found in several dozen unsolicited comments from users of the service. All of whom declare, in essence, that the users could not have met their deadlines and personal classroom objectives without the services and assistance of Project SEEK.

Involvement and Dissemination Activities

Dissemination is the name of the game in Project SEEK. Dissemination is the raison d'etre of the project's existence. Like any new business, it had to make people aware of its presence. This was accomplished through workshops, visual presentations, seminars, folders, brochures, articles and advertising of services in the Oklahoma Educator and the Superintendent's Newsletter, assistance of the public information officers of local districts, and newsletters issued by those districts. Also utilized were presentations at the OEA annual convention and at meetings of the various Oklahoma school administrators' organizations.

EDUCATIONAL IMPROVEMENT, RESOURCES, AND SUPPORT

ESEA TITLE IV, PART B

Instructional Materials and School Library Resources

Common Name of the Program

Libraries and Learning Resources

Statutory Designation

Elementary and Secondary Education Act of 1965, as amended by Public Law 95-561, Title IV, Part B

Purpose

To strengthen and improve educational quality and educational opportunities in the elementary and secondary schools by providing library resources and instructional equipment for students and teachers

State Allocation of Federal Funds

FY 1976	$ 768,272
FY 1977	1,631,569
FY 1978	1,716,851
FY 1979	1,879,421
FY 1980	2,049,548
FY 1981	1,950,683

Scope

The consolidation of categorical programs supporting library resources, instructional equipment, and guidance, counseling, and testing saw its sixth year of successful operation in 1980-81. The consolidation, known as Title IV-B, can be termed a successful effort for improving education in Oklahoma. The participation of LEAs has grown each year since the consolidation began to include over 500 districts. The services were extended to a potential 473,302 students in 555 LEAs.

Since the programs are instructional support programs, LEAs were asked to report effects upon the curriculum. Eighty seven percent (87%) of the LEAs indicated that the program offered valuable support to the existing curriculum and sixty-four percent (64%) indicated that improvement and change in curriculum has resulted because of Title IV-B efforts.

Title IV-B guidelines permit local discretion in utilization of funds toward improvement in the two support areas. Results of tabulation of requisition sheets indicate that approximately seventy-two percent (72%) of the funds was used to purchase library resources; twenty eight percent (28%) was used to purchase instructional equipment.

Title IV-B regulations specify that funds made available to the State are to be allocated primarily on the basis of enrollment. Exceptions are that extra funds are to be allocated to districts with the highest concentrations of high-cost students and those districts voting the maximum tax levies but whose per pupil expenditure is less than the State average. The allocation rates were $2.53 for enrollment, $2.53 for each high-cost student in qualifying districts and $2.53 for each student in districts qualifying under the tax provisions. Approximately 132,666 students were served through the additional funds provided for high-cost category students. Approximately thirty-five percent (35%) of the total State allocation provided services to these students.

The SEA staff consisted of four professionals with an FTE of 3.1 persons. There were two paraprofessionals with an FTE of 2.0 during FY 81. The SEA staff has assisted LEAs in assessing needs, planning programs, and providing inservice for librarians and other staff members which has resulted in observable program improvement. Also, it should be noted that many districts have begun making an intensive effort to improve the types and amounts of library media services available to their students. Some 157 schools in Oklahoma have received State funds for Library Media Improvement which has been used in conjunction with their Title IV-B funds.

Representative Objectives

SEA

To enhance the education of students in grades K-12 by encouraging the development of quality library media programs in Oklahoma

To provide leadership in the improvement of ESEA Title IV-B programs through recommendations given during monitoring and/or on-site evaluation of individual projects

To promote better library media programs in Oklahoma schools by giving librarians and administrators an opportunity to participate in regional workshops conducted during the Fall

LEA

To provide audio-visual materials that will aid in the curriculum in meeting the interests, ability level and maturity level of all students

To provide materials such as paperbacks, periodicals, and other pleasure reading materials in sufficient quantity to attract the

interests of all students

To provide several types and sufficient quantity of reference materials that will allow students of all levels to reinforce their learning by using the references and supplementary texts when appropriate

Supplementary materials will provide the students with a better understanding of the world of work, the advantages of higher education and vocational training.

To provide additional science reference materials so that after one year each participating student will increase his/her achievement in science by one grade level.

To provide interesting, supplementary reading materials for the library so that each participaing student will have increased his/her reading achievement level by one grade level during the school year 1980-81

Evidence of Program Effectiveness

Every participating school district submits an annual evaluation report to this office. Over 61% of the districts responding indicated that more than 51% of the student needs were met. The greatest hindrance to 100% achievement is the lack of funds.

The LEAs also reported that Title IV-B funds enabled them to plan programs which better met student needs. The additional resources and inservice provided have stimulated library media improvement throughout the State. Many schools have opened centralized facilities and responses from LEAs indicate that additional facilities and programs will be opened next year.

Reports from LEAs indicate the Title IV-B funds have provided additional resources for teachers and students (93%), motivated students (69%), increased learning opportunity (88%) and increased student achievement (62%). These are general outcomes but the high percentages tend to indicate effective programs.

Involvement and Dissemination Activities

Annual reports at the State level are disseminated to members of the State Advisory Council and SEA staff. The reports are made in triplicate to the U.S. Department of Education and compiled for dissemination.

LEAs report being involved in numerous dissemination and reporting activities. Approximately 50 districts are monitored during the year and every district makes an annual evaluation report to the SEA. LEAs reported making presentations or reports to 601 groups and airing 43 radio/TV programs. A large number of printed articles/brochures were available to the public according to LEA reports.

Citizen, parent, teacher and student involvement varies from project to project. Every project does solicit input as to student and teacher needs as they plan their project. This involvement has encouraged better choice of materials and equipment which results in more usage and creates a new emphasis on library media programs.

The current requirements for LEAs participating in Title IV-B includes consultation with a group of staff members regarding the planning for and implementing the project. Each participating district has included a statement assuring this consultation along with signatures of the committee.

The SEA makes two mailings per year to approximately 1,200 librarians and administrators. The contents of the packet provide recipients with new materials and information for developing improved programs. In addition, the SEA conducts workshops around the State to provide technical information and assistance in Title IV program planning. The SDE also presents programs and achievements through the SDE publication, The Oklahoma Educator. Technical information is also disseminated to the administrators through the State Superintendent's Newsletter.

LEA evaluation data from participating schools is summarized and made available to appropriate administrators and SAC members. The information is also used for completing reports and all combined data is public record.

LIBRARIES, LEARNING RESOURCES, EDUCATIONAL INNOVATION, AND SUPPORT PROGRAMS
ESEA TITLE IV, PART C

Common Name of the Program

Improvement in Local Educational Practice

Statutory Designation

Elementary and Secondary Education Act of 1965, Section 304 of Title III, Public Law 89-10, as amended by Public Law 91-230, as amended by Public Law 93-380, as amended by Public Law 95-561

Purpose

This program is designed to provide assistance to schools for the development and demonstration of activities designed to address serious educational problems in elementary and secondary schools. Sub-grants are awarded on a competitive basis.

State Allocation of Federal Funds

FY 1977	$1,316,859
FY 1978	1,315,665
FY 1979	1,373,980
FY 1980	1,413,777
FY 1981	1,411,022

Scope

During FY 1981 there were 86 grants made to districts which served 226 public schools and 4 non-public schools.

Project Participation	Participants in Projects
Public Elementary Children	31,289
Private Elementary Children	280
Public Secondary Children	21,817
Private Secondary Children	240
Early Childhood Children	1,315
Handicapped Children	4,301
Vocational Education Children	2,152
Public Elementary Teachers	1,820
Private Elementary Teachers	2
Public Secondary Teachers	894
Private Secondary Teachers	2

Type of Project	Size (Enrollment) of LEA Under 599	600-4999	5000-over
Developmental Innovative	10	12	9
Adopter	1	8	2
Continuation	9	28	3
Developer Demonstrator		2	2

The projects cover a wide area of the curriculum. We have one project in the area of gifted and talented. The gifted and talented project at Vinita is in its third year.

Interest in computer technology has promoted several schools to implement projects in this area. Ten Title IV-C projects are devoted to the computer.

We have three projects that have been nationally validated: Project "Go Metric" at Tulsa City Schools; "Project Stay" at Moore which is a dropout prevention program; and a project at Cushing for the handicapped.

We also have four projects that have been state validated. These are located at Putnam City (2), North Enid and Purcell.

The State Facilitator has been very effective in promoting adoptions on the national level and has worked in close cooperation with the State Department of Education.

We spent approximately 19 percent of our total funds in the area of handicapped students.

Some other areas covered in funded projects include the following:

Energy	Early Childhood
Staff Development	The Arts
Guidance and Counseling	Careers
Reading	Dropout Prevention
Math Labs	Cooperatives
Practical Curriculum	Music
Developer Demonstrators	Adoptions

The Education Fair is held each year with all projects making presentations or exhibiting their project.

Representative Objectives

SEA

During FY 1981 the State Department of Education will provide consultative and technical assistance in program development to assure all LEAs an opportunity to participate in Title IV-C. Small LEAs with less than 300 ADA will be given priority consideration in assigning SEA staff to provide technical assistance.

LEA

Eighty percent of the project participants will increase language scores at the .05 level of confidence by the end of the year.

Evidence of Program Effectiveness

A Proposal Writing Conference is held each year, sponsored by the State Department of Education. Representatives from 165 schools attended the Conference. About half of this number were from districts of 500 enrollment or less.

The State Department of Education's Planning, Research and Evaluation Section staff and Title IV-C staff have worked with 96 schools during the year in proposal writing. Evaluation designs have received major emphasis.

LEA personnel have increased their expertise in proposal writing and evaluation procedures.

Most LEAs have been able to show significant success as a result of the local projects.

Involvement and Dissemination Activities

In all Title IV-C Projects, community involvement is stressed; also faculty and student involvement is encouraged. All 86 projects have utilized community and staff advisory council members.

Each district is encouraged to involve community members as well as staff members in the planning stages. If private schools are located in the community, they are asked to participate in the planning.

All districts are encouraged to use two or three community members in their project planning. Over 320 community members have been involved in the planning stages. More become involved as the projects progress.

All districts are encouraged to conduct needs assessment in the community.

Dissemination activities are an important part of each project. Each district is asked to elaborate in the proposal on the dissemination activities planned. Each district prepares brochures which are circulated to community members and the State Department disseminates information outside of the district boundaries to other districts in the state and nation.

The State Facilitator plays an important role in the dissemination activities of the nationally validated projects.

Dissemination of project purposes, activities, and results is accomplished by the LEAs and the SEA via:

Newspaper Publications
Radio
Television
Brochures
Educational Directories of Projects
Education Fairs
Booklets
One Page Abstracts
Demonstrations
Oklahoma Educator
Personal Contacts

EDUCATIONAL SERVICES FOR CUBAN AND HAITIAN ENTRANT CHILDREN

Common Name of the Program

Educational Services for Cuban and Haitian Entrant Children

Statutory Designation

The Secretary's Discretionary Authority Section 303 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended

State Allocation of Federal Funds

FY 1981 $6,882

Purpose

To provide Federal assistance to state educational agencies and local educational agencies to meet the special educational needs of Cuban and Haitian entrant children

Scope

On March 24, 1981, the Oklahoma State Department of Education received a grant of $6,882 from the U. S. Department of Education for the Educational Services for Cuban and Haitian Entrant Children program. One percent of the grant ($68.82) was allocated to the Oklahoma SDE for administration of the statewide program. The amount of the LEA subgrants were determined by a formula which gave consideration to the number of students, grade level of the students, and the date of arrival in the United States. The following 5 local educational agencies were awarded subgrants according to the number of eligible Cuban and Haitian students enrolled in school as of January 12, 1981:

LEA	Number of Students	Subgrant
Lawton	3	$1,202.32
Oklahoma City	10	4,007.75
Pocola	1	400.78
Stillwater	1	400.78
Tulsa	2	801.55
TOTAL	17	$6,813.18

Representative Objectives

--To provide inservice training for the teachers and tutors to assist them in improving their skills in teaching the Cuban and Haitian students

--To develop the English language proficiencies of each student in order that the students can acquire a functional level of communicative skills

--To provide individualized and small group instruction to produce proficiency in English

--To provide inservice training to assist teachers with cross-cultural knowledge of students' heritage and culture

--To provide special materials for teaching English as a second language to facilitate individualized instruction for these students

--To employ personnel to provide supplementary educational services to these students

Evidence of Program Effectiveness

The small number of students involved in the Cuban and Haitian entrant children program make evaluation of the program effectiveness extremely difficult. However, most of the students are participating in programs with the refugee children and, therefore, we can assume the effectiveness of the program is similiar to the Transition Program For Refugee Children.

In the performance report submitted, the LEAs all reported satisfaction with the attainment of the objectives established for their programs. The LEA administrators have indicated verbally and in writing that a majority of the refugee students have adapted to the Oklahoma public schools extremely well and are achieving on an appropriate level. We feel supplementary services offered have been a key to permitting these students to adapt to a new language and educational system.

Involvement and Dissemination Activities

The Oklahoma Department of Education disseminated information regarding the program through the Oklahoma Educator and the Superintendent's Newsletter. Many of the LEAs published articles in their local newspapers regarding the Cuban and Haitian entrant children.

FEATHERFOOT: THE OKLAHOMA CHALLENGE

Common Name of the Program

Featherfoot: The Oklahoma Challenge

Statutory Designation

Energy Policy and Conservation Act of 1975

Purpose

The purpose of the "Featherfoot: The Oklahoma Challenge" program is to educate Oklahoma drivers concerning reasons for conservation of fuel and methods of conserving fuel

State Allocation of Federal Funds

FY 1981 $6,100

Scope

No staff members were employed or designated. The program consists of a film program and printed materials to be used in Driver Education programs. Existing staff members were utilized in disseminating these materials to the schools. Video-tapes were made and given three showings on Educational Television stations. Principals and driver education teachers were advised of availability of the program in a newsletter and in letters mailed directly to them. Film and materials were scheduled and mailed to Driver Education programs throughout the State.

Representative Objectives

State level objectives of "Featherfoot: The Oklahoma Challenge" were to expose the program to drivers throughout the state, especially those enrolled in Driver Education. This objective may be measured numerically by records of sets of materials sent to instructors. Exposure through OETA will include the viewing audience.

Evidence of Program Effectiveness

Evidence of program effectiveness will be only partially measurable immediately. Requests for repeat showings will reflect the enthusiasm of the programs effectiveness and the teachers assessment of its instructional value.

Involvement and Dissemination Activities

OETA has scheduled three showings, one of them in prime time. After introduction of the program to Driver Education teachers in a statewide clinic, in an association newsletter, and letters to principals and instructors, requests for use in Driver Education programs have come in at a rate faster than the ten prints may accommodate.

GIFTED/TALENTED EDUCATION PROGRAM

Common Name of the Program

Gifted and Talented Children's Education Program

Statutory Designation

The Gifted and Talented Children's Education Program was originally authorized under section 404 of P.L. 93-380, the Special Projects Act. It has been reauthorized by the Education Amendments of 1978 (Public Law 95-561). This reauthorization places the Gifted and Talented Children's Education Act of 1978 in Part A of Title IX of the Elementary and Secondary Education Act.

Purpose

The Purposes of the Gifted and Talented Children's Educational Program are: (a) to provide assistance to meet the special educational needs of the nation's gifted and talented children and (b) to enable these children to fulfill their potential, both as individuals and as a resource to the nation.

State Allocation of Federal Funds

FY 1981	$50,000 (Federal)	$3,900 (State)

Scope

For the 1981 Fiscal Year, 23 different projects were funded in 18 different school districts. Twenty-two of these projects were funded at $2,000 with one project being funded at $1,000. These monies were available to local school districts in order that they might add an additional curriculum component to their existing gifted and talented programs. In addition to providing an additional curriculum component, the grant monies were available to assist in providing adequate identification and educational services to gifted and talented children from economically disadvantaged families. These projects served 1,813 identified gifted and talented students through various program options. These options include the following: (1) employment of various artists and art agency resources to come into the school and work directly with the students in visual arts, theatre, vocal music, and instrumental music; (2) use of college professors on a consultant basis; (3) lectures by distinguished scholars in world literature; (4) Inservice training is provided for teachers of the gifted and talented by contracting with consultants to do training sessions for teachers in areas such as leadership or the

arts; (5) purchasing special equipment or materials necessary for media production; (6) purchasing a microcomputer to add computer science components to the existing program; and (7) addition of a foreign language component to the gifted/talented program.

Districts receiving these monies and the amount received are as follows:

School	Amount
Ardmore	$2,000
Byng	2,000
Clinton	2,000
Edmond	4,000
Enid	2,000
Flower Mound	2,000
Guthrie	2,000
Lexington	2,000
Liberty (Muldrow)	2,000
Moore	2,000
Norman	2,000
Oklahoma City	8,000
Prague	2,000
Putnam City	3,000
Skiatook	2,000
Tahlequah	2,000
Tecumseh	2,000
Whitebead	2,000

Forty-five thousand dollars ($45,000) of the $50,000 award went directly to the local schools. Five thousand dollars ($5,000) was used for administration and inservice training. These monies were used to conduct a state conference for Gifted and Talented Education and to provide technical assistance to the Local Education Agencies to help them in the planning, developing, and operating of their programs.

Representative Objectives

--Identify gifted and talented students from low income disadvantaged areas and provide appropriate instruction for these students

--Add an additional curriculum component to gifted and talented programs on a competitive basis

--Provide a program of experiences which is substantially differentiated from the regular school program and is based on the unique developmental needs of the gifted and talented

--Establish an advisory council to review and choose program applications

--Provide technical assistance to Local Education Agencies within the state to help them in preparing their proposals

--Provide technical assistance to Local Education Agencies to help them in the planning, developing, and operating of their programs

--Establish a communications system among projects and between projects and the State Department of Education through the establishment of a state conference

--Provide a procedure for evaluation of the grant projects

--Provide a procedure for modification of the project according to evaluation results

Evidence of Program Effectiveness

One method used to assess student progress for the program was the use of pre and post-tests appropriate to the particular program. Eighty percent (80%) mastery of the post-test by eighty percent (80%) of the students tested indicated the program was successful and needed few changes in course content and teaching strategies. Other evaluation measures used included the use of achievement tests and tests for measuring creativity, student critique of program and self, and teacher and team evaluation of student performance.

All school districts who received federal monies for the programs indicated they have been pleased with the results of these programs because of student gains and because the programs have been well received by both faculty members and the community.

All monitoring efforts conducted by the State Department of Education and all reports have indicated a high degree of program maintenance has taken place in each program. A change planned for FY 1982 includes changing the amount of the grant awards to include three categories. These categories are $1,000, $2,000, and $5,000. This change will be made to allow more flexibility in programming.

Another change will be to allow all districts to compete for the available funds rather than to limit the competition only to existing programs. This change is necessary at this time due to the fact that gifted child education programs have been mandated in Oklahoma.

Involvement and Dissemination Activities

Faculty and parental involvement played an important part in the programs. In the majority of the programs, parents were informed that their child had the opportunity to participate in the programs and were encouraged to discuss the program's goals and the needs of their child with the program coordinator.

In the programs that were funded for inservice training, all faculty members were encouraged to participate in order that they might become more expert in teaching gifted and talented children.

Some of the programs funded involved the use of mentors such as artists, university professors, and other professionals in the community.

Project dissemination included letters, telephone conversations, brochures, and newspaper coverage.

Each program coordinator indicated the program was extremely well received by the community. Parents as well as others in the community were both interested in the program and willing to be of assistance.

HUMAN RELATIONS

Statutory Designation

Civil Rights Act of 1964, Title IV, Section 403, of Public Law 88-352

Purpose

To provide educational equity through technical assistance and training programs to all requesting LEAs and other agencies in the preparation, adoption, and implementation of plans and programs for the desegregation of public schools based on race.

The development of all students to function as contributing members in a society is a broad purpose of education. The goal of Oklahoma public education as it relates to Human Relations Section, Title IV Unit, is as follows:

> To work consistently to achieve quality integrated education by providing a program of general education including knowledge, skills, and positive attitudes for general problem solving and survival, human relations and citizenship, cultural appreciation, global awareness and life-long learning.

This goal reflects a concern for improvement and service to meet the education needs in the State of Oklahoma.

State Allocation of Federal Funds

FY 1977	$148,032
FY 1978	58,068
FY 1978*	17,525
FY 1979	82,038
FY 1980	86,079
FY 1981	85,286

*Transition Quarter -- July, August, and September of 1978

Scope

The Oklahoma State Department of Education maintains a SEA office staffed by an administrator, assistant administrator and secretary.

The program provides technical assistance aimed at strengthening

the effectiveness of personnel in the desegregated schools and utilizes improved and effective skills to cope with special education problems occasioned by desegregation. Technical assistance has been provided by correspondence, phone and direct visits to numerous administrators on educational matters pertaining to school desegregation.

Training programs were conducted for approximately 325 educators; 73 districts were served through targeted audiences including superintendents, elementary and secondary principals, teachers, directors, counselors, librarians, methods teachers from universities and colleges, teacher corps, and support personnel. These training sessions were designed to promote maximum staff and community growth based on long range planning and needs of the LEAs.

During FY 1980-81 the following workshops were conducted to provide training in identified needs areas:

Multicultural Conference	Oklahoma State University Stillwater, Oklahoma
Human Relations Workshop	Sapulpa Public Schools Sapulpa, Oklahoma
Interpersonal Relationships Workshop	Boley Public School Boley, Oklahoma
ESAA Workshop, District Wide Advisory Committee (DWAC) (Parental Involvement)	Holiday Inn Muskogee, Oklahoma
Multicultural Seminar	OCCE Norman, Oklahoma
Development and Planning Conference with Desegregation Assistance Center	Pebbletree Inn Tulsa, Oklahoma
Education Responding to Cultural Diversity	Central State University Edmond, Oklahoma
Compliance Awareness Workshop	Hilton Inn West Oklahoma City, Oklahoma

Representative Objectives

The long range goal of the SEA is to provide leadership and assistance in acquiring an equal educational opportunity for all Oklahoma students. In FY 1981 the following provisions were made:

1.) Technical assistance to target schools and other requesting school districts in the preparation, adoption, and revision of desegregation plans; providing improved means for assessing school district needs.

2.) Training programs emphasizing improved techniques and in-depth skilled training to help educators become more aware of the commonality of educational problems in various desegregated schools and strive to promote multicultural activities to eliminate race stereotyping and promote self-concept of all students.

SEA objectives are:

--To provide technical assistance in the identification and resolution of human relations and desegregation/integration concerns.

--To enhance equal educational opportunity for all students by providing training programs for educators which emphasize improving cognitive and affective skills.

--To disseminate materials statewide for use in schools to promote cultural appreciation, positive self-concept of all students, and knowledge of new federal laws and regulations relating to school desegregation.

--To provide leadership in evaluating the effectiveness of the technical assistance, training programs, and disseminated materials on education in Oklahoma.

Evidence of Program Effectiveness

The staff of the Oklahoma State Department of Education, Title IV, Educational Equity, encourages working cooperatively with other federally-funded programs such as the Desegregation Assistance Center, Training Institutes and Local Educational Agencies. Evaluative instruments are used in training programs to measure the effectiveness of the assistance activities and utilize feedback procedures from client educators. The evaluation determines the efficiency of the SEA Title IV Unit's efforts and provides data for recycling, modifying and improving future programs. From the tabulated results the programs have proven effective and school districts are being served to meet their requested needs. Also, according to the evaluative instruments, the training programs enhanced communication between educators, students and parents.

Involvement and Dissemination Activities

Involvement of the Oklahoma State Department of Education, Title IV, Education Equity, on local, state, and national levels has provided a continued awareness of school desegregation concerns. These concerns have helped educators in meeting the needs in their local schools and communities in providing equal educational opportunity for all students in the desegregation/integration process.

In the 80's there will be continued involvement with ESAA grantees. Oklahoma received $610,707 ESAA funds for seven school districts for 1981-82. The school districts are:

Frederick	Okmulgee
Hugo	Porter
Oklahoma City	Sapulpa
Muskogee	

This was a budget cut of $520,715.00 with a reduction of two school districts from the previous year.

JOHNSON-O'MALLEY PROGRAM

Statutory Designation

Johnson-O'Malley Act of 1934, Public Law 73-167; Public Law 95-561, Title XI

Purpose

The overall goal of the Johnson-O'Malley Program is to provide better educational opportunities for Indian students (one-fourth or more degree Indian blood) attending public schools in Eastern Oklahoma.

State Allocation of Federal Funds

FY 1977	$2,884,603
FY 1978	2,730,148
FY 1979	3,203,121
FY 1980	2,908,023
FY 1981	2,532,561

Scope

Number of approved programs: 516

Number of school districts participating: 190

In addition, 7 cooperative programs are operational in areas of high Indian student concentration on a county or multi-school basis.

Number of Indian students participating in Johnson-O'Malley Programs: 15,872

For eligibility, a student need only be one-fourth or more degree Indian blood and enrolled in the public schools, grades K-12.

Total number of state and local staff:

State Department of Education professional	12
State Department of Education clerical	3
Local Education Agency certified staff	92
Local Education Agency non-certified staff	233

Johnson-O'Malley Programs funded:

Arts and Crafts	Library Aides
Music	Counselor Aide
Cosmetology	Enrichment Program

Teacher Aides
Cultural Trips
Counseling Program
Remedial Education
Home/School Aides
Tutorial Program
Vocational Masonry Teacher
Electronics and Drafting
Educational Support
Vocational Agriculture
Vocational Carpentry Teacher

The local schools employed professional and para-professional people to implement the aforementioned programs. Methods of instruction were:

Individualized instruction
Audio-visual aides
Small group participation
Prescription Tutoring

Representative Objectives

All Johnson-O'Malley students will show an average NCE gain of 0.2 in academic subjects.

Johnson-O'Malley student dropout rate will decrease by 5 percent each year.

Johnson-O'Malley students shall show a measurable increase in cultural awareness as exhibited by improvement of self-image, self-worth, and greater involvement in school activities.

Evidence of Program Effectiveness

A subjective evaluation of all projects is conducted by the local school administrator, local parent committee, teacher, and the Johnson-O'Malley area coordinator. Objective measurement is achieved through pre- and post-tests in programs designed with measurable objectives.

The following changes resulted from Johnson-O'Malley program activities:

Academic achievement levels increased by an average of 1.0 NCE.
Drop-out rates decreased by 1 percent.
Average daily attendance increased 1.5 percent from 94 percent in 1980 to 95.5 percent in 1981.
More Indian students were involved in extracurricular activities.

Involvement and Dissemination Activities

The involvement of parents in the Johnson-O'Malley program is necessary for any measure of success. Parents have an active role in the needs assessment, program planning, and program approval. In addition,

they evaluate existing programs and make recommendations to the administration and the board of education.

Parent committees are established in each district which receives Johnson-O'Malley funds. To be eligible to serve, the individual must be the parent, guardian, or acting "in loco parentis" of an eligible student and reside in the transportation area of the school district. Inservice training programs are provided to acquaint the parents with their duties. To ensure their involvement in program development, the local administration must obtain the approval of the majority of the local committee before implementing any Johnson-O'Malley program.

K-12 TRAFFIC SAFETY EDUCATION

Common Name of the Programs

Elementary Traffic Safety
K-3 Pedestrian Safety
4-6 Pedestrian, Bicycle and Bus Safety
7-9 Traffic Safety Education

Statutory Designation

National Highway Safety Act of 1966
Standard 4 Driver Education
Standard 14 Pedestrian Safety
Standard 17 Pupil Transportation Safety

Purpose

To provide direction, materials, and expertise for teachers in schools for traffic safety education, grades K-12

State Allocation of Federal Funds

Fiscal Year	Mobile Simulation	Driver Education	Elementary Traffic Safety	Total NHTSA Funds Expended
1977	$22,230	$ -0-	$71,266	$93,496
1978	---	16,208	31,268	47,476
1979	---	---	34,406	34,406
1980	---	---	33,420	33,420
1981	---	6,100	60,353	66,453
TOTAL	$22,230	$22,308	$230,713	$275,251

Scope

The K-3 and 4-6 materials are continuing to grow in popularity and their demand is stronger now than in the past. Demand for workshops and materials has placed limits on the research and development of Phase III materials. Twenty-two states and subdivisions outside the state have been granted permission to print the K-3 guide. Other

states are making extensive use of this material, as well as the 4-6 guide. Phase III, a guide for teaching traffic safety in grades 7-9, has been completed and made ready for print. This project is to be terminated on September 30, 1981.

One hundred ten reels of safety film were purchased and placed in the Media Section Film Library for circulation to schools in 1979.

Travis Tice, Administrator of the Section of Driver and Safety Education, is Project Director. Jozell Baker is Task Leader and Joyce Robison is Clerk-Typist.

Representative Objectives

The State Department of Education will continue to conduct teacher workshops on traffic safety. These workshops will introduce traffic safety materials to the teachers and assist them in developing plans for integrating traffic safety education into existing curricula.

The State Department of Education will accumulate, research and evaluate materials for new guides to continue toward the goal of K-12 Traffic Safety Education.

The State Department of Education will distribute 3,500 copies of safety film to classrooms throughout the state.

Evidence of Program Effectiveness

The State Department of Education will provide inservice education for teachers in K-6 elementary traffic safety. Evidence of practical, effective use of this material is provided by continuous requests for materials from in-state and out-of-state agencies. Twenty-two states have requested and have been granted permission to copy all or parts of this material. Additions have been made to materials from other state sources which seem to be useful and appropriate. Local schools have developed comprehensive programs based on "Scotty" materials.

Involvement and Dissemination Activities

Demand for materials for Pedestrian Safety K-3 and Pedestrian, Bus, and Bicycle Safety 4-6 is increasing as exposure of these guides is accomplished. Teachers and administrators made aware of this material through workshops, publications and conventions are anxious to obtain this material for classroom use. Thus the growing demand for materials in Oklahoma and in other states has been steadily increasing. Current nationwide emphasis on school bus safety and bicycle safety has so increased the demand for 4-6 materials as to overshadow that of the K-3. Current requests for materials seem indicative of increasing use, and further exposure always results in more requests.

OKLAHOMA CULTURAL UNDERSTANDING PROJECT

In October, 1979, the Oklahoma State Department of Education initiated the Oklahoma Cultural Understanding Project under a grant provided by the U. S. Office of Education, Section 603, Title IV of the National Defense Education Act. Federal funds allocated for FY 1979-80 was $24,000.

Purpose

The purpose of this project was to increase student awareness, understanding and appreciation of cultures of the world through education for global perspectives. This became a statewide project of awareness and sensitivity to international affairs. The objectives of the project were to implement a motivational program for action on the part of local educators and community representatives in the development of cultural understanding and to use a multiplier effect to increase the understanding of students about the cultures, economy, issues and languages of our world neighbors.

Scope

Through local school district cooperation and extensive involvement we are now aware that international education is important, not only to study the cultures, traditions, and languages of other countries, but also to consider the interconnections of nations and the impact of major policies and actions of the United States.

The major effort at the State level was carried out by the Oklahoma State Department of Education Cultural Understanding Advisory Committee. This committee was appointed in 1979 by the State Superintendent of Public Instruction. Committee members consisted of Dr. James L. Casey, Administrator, Planning, Research and Evaluation Section; Marvin Williamson, Coordinator, Planning, Research and Evaluation Section; Ms. Rita Geiger, Social Studies Specialist; Dr. Al Gage, Foreign Languages Specialist; Mr. Leonard Bates, Director of Instruction, and Dr. Earl Garrison, Administrator of the Curriculum Section.

Objectives

1. To identify the needs of the State in the areas of culture, economics, and foreign languages

2. To organize regional and local advisory teams to promote the implementation of International Education in public schools/communities

3. To conduct state, regional and local level inservice education to administrators, teachers, and community representatives

Evidence of Program Effectiveness

We are pleased with the accomplishments of the Oklahoma Cultural Understanding Project. From our viewpoint, more than 11,000 Oklahomans representing state and local government, education, community and civic organizations, business and local student groups now have a broader view of world cultures, issues and economic events.

Teams of educators and other community leaders in 38 schools/communities received training on how to plan, organize, and promote citizen education for cultural understanding. Techniques and strategies employed by local teams accelerated distribution of materials and other relevant information on cultures, issues, and languages of our world neighbors.

It is also evident that the project succeeded in enhancing increased cooperation and understanding among local school personnel and community representatives thus meeting the objectives of the project.

Involvement and Dissemination Activities

Teachers throughout the state are aware of how to organize such a program. They have materials on hand and knowledge of a world of resources available. They feel more comfortable working in teams to accomplish desired ends. They have experience in guiding their students toward global living.

The Oklahoma Cultural Understanding Project has developed a network of people interested in cultural understanding from a variety of businesses, institutions and agencies. We are working closely with the language area, and with organizations on various aspects of culture. Problems and issues still arise but now there is the possibility for dialogue.

Communication linkages were established with members of the International Trade Association, International Host Family Organization, and World Neighbors.

More than 47,000 publications, brochures, newspaper articles, memoranda, and newsletters were distributed to 400 school districts in the state. Dissemination of these materials made a significant impact, not only on the districts involved, but also on surrounding states.

Education resources used by local school districts to promote cultural understanding range from TV advertisements to pen pals abroad. We found in our survey that in the 17 participating schools 105 different resources were used to promote the project. These resources were identified as a single source or in combination with others. Results show that 22.8% of the resources used were media, newspapers, and visitors from other countries; 11.4% were public school libraries; 12.3% were teachers, students, parents, and other knowledgeable individuals; 12.5% were stores with international products and businesses with international connections;

12.5% came from restaurants and museums; and 18.3% were religious organizations with overseas activities and organizations with international affiliations, i.e., pen pals, Sister Cities.

ARTS IN EDUCATION PROGRAM
(Oklahoma School/Community Network for Arts in Education)

Statutory Designation

Arts in Education Act of 1978, Public Law 95-561, Part C of Title III of the Elementary and Secondary Education Act of 1978

Purpose

To refine the networks which serve as support systems for Arts in Education implementation

State Allocation of Federal Funds

FY 1980	$ 50,000
FY 1981	100,000

Scope

Through the Networking system administrators, arts coordinators, arts planning teams and teachers were brought together to exchange program development ideas, identify common problems, provide mutual support for one another, and gain skills in all areas related to the Arts in Education program. Implementation efforts included:

--25 major staff development sessions designed for 28 Arts in Education demonstration schools at elementary, junior high/middle school, and high school levels

--Monthly training sessions (10) for Arts Coordinators Network

--125 artist resource services in demonstration schools (representing all art forms)

--4 Administrative Network meetings to provide a forum for idea exchange, problem solving, coordination of activities between schools and discussion of management issues in Arts in Education

--Formation of a High School Arts in Education Network

--Formation of a rural Arts in Education Network

--Special populations in demonstration schools serviced by 106 workshops and artist resource services

Representative Objectives

Staff development sessions provided teachers and Arts Planning Teams with:

--skill development in all art forms;
--program management skills; and
--techniques for integrating the arts into other curriculum areas;

and were designed for:

--short term involvement (1 day); and
--in-depth involvement (5 sequential sessions throughout the year).

Arts Coordinator training sessions were designed to increase skills in the area of management techniques.

Use of individual and group artists with students and teachers served to:

a. provide teachers with increased arts skills;
b. increase teachers use of the arts in their classrooms

Administrative Network meetings provided a forum for futuristic planning. Concerns Based Adoption Model (CBAM) training provided a common management system.

Beginning stages of a Rural Network was formed in western Oklahoma with Clinton serving as the "hub".

Five high schools were selected to compose the High School Arts in Education Network. This network completed the cycle of reaching all students at all levels. Consideration is being given to the formation of a Higher Education Network which would complement those networks already in place.

Focus on the Arts for the Handicapped component of the program clearly resulted in increased activity in this area.

Evidence of Program Effectiveness

Approximately 900 teachers participated in staff development activities. Following each session strategies for sharing the information with total staffs in each demonstration school were developed. Arts Coordinators in each district reported a dramatic increase of arts activities incorporated into all curriculum areas. Observation of the Arts Coordinator and Administrative Networks show an increased operational level and increased ownership of the program. The effectiveness of network expansion (high school and rural) is evident by their continued participation. Concerns Based Adoption Model (CBAM) pre and post evaluations of all participants indicate a higher or more sophisticated level of operating within the Arts in Education program.

Involvement and Dissemination Activities

The Arts in Education Network has expanded from 28 schools and 5 networks in FY 81 to 35 schools and 7 networks in FY 82. This expansion is due to the focus of disseminating the program statewide. Dissemination efforts include:

National level

--formation of a three-state coalition brought together by the U. S. Department of Education

--distribution of program materials nationwide

State level

--AIE awareness sessions at arts education state associations

--development and distribution of a brochure (Arts-r-Us) describing the AIE program in each school district (total of 6)

--formation of two new networks (an additional rural network and a metropolitan network)

Local level

--approximately 75 articles describing Arts in Education activities appeared in newspapers throughout the state

--formation of Satellite schools in each district

SCHOOL BUS DRIVER TRAINING PROGRAM

Program Title

Pupil Transportation

Statutory Designation

National Highway Safety Act of 1966
Standard 17 Pupil Transportation Safety

Purpose

To provide training, materials, and certification for school bus drivers

State Allocation of Federal Funds

Fiscal Year	Personnel and Training Materials	State Matching	Total
1977	$ 31,814.62	$ 45,781.59	$ 77,596.21
1978	57,466.58	46,980.00	104,446.58
1979	56,331.08	49,725.00	106,056.08
1980	80,283.30	52,950.00	133,233.30
1981	42,437.00	55,000.00	97,437.00
TOTALS	$268,332.58	$250,436.59	$518,769.17

Scope

State Department of Education Transportation Specialists conducted 82 workshops and provided materials to each class participant. In a cooperative effort with the Department of Public Safety Examiners and Highway Patrolmen, 3,652 school bus drivers were trained.

Representative Objectives

The State Department of Education will conduct 55 School Bus Driver Training Workshops during the 1981 fiscal year.

Transportation Specialists will train 1,020 school bus drivers during a 5-day (25-hour) training course and recertify 1,160 drivers during renewal sessions.

Eleven hundred (1,100) copies of the School Bus Drivers Manual will be distributed to drivers during the workshops.

Evidence of Program Effectiveness

The State Department of Education conducted 82 School Bus Driver Training Workshops during the 1981 fiscal year.

During the School Bus Drivers Training Workshops, Transportation Specialists and the office personnel distributed 4,000 School Bus Driver Manuals.

As a result of the workshops, a total of 3,652 drivers were certified with standard school bus driver certificates. Actually enrolled in the training classes were 2,529 drivers; 1,049 attended renewal sessions during the year.

Accident records indicate that drivers who have not attended the 5-day school bus driver workshop and possessed only a one time non-renewable, emergency certificate were involved in 31% of the school bus related accidents. Only 10% of all drivers were classified as untrained.

Involvement and Dissemination Activities

Transportation materials pertaining to school bus driver workshop schedules, manuals, evacuation drills, safety, films, and other related training information, have been mailed to 850 school district superintendents, county superintendents, principals, drivers, and patrons.

NATIONAL SCHOOL LUNCH PROGRAM

Statutory Designation

Sections 2-12, 60 Statute 230, as amended; Section 10, 80 Statute 889, as amended; 84 Statute 212; 42 U.S.C 1751-1760, 1779

Purpose

To improve the health and well being of school children of Oklahoma by offering a nutritionally adequate, acceptable lunch for all students, as surveys show that many children do not consume an adequate lunch and that there is a correlation between diet and performance in the classroom.

	State Allocation of Federal Funds	State Matching Funds
FY 1977	$22,144,328	$ 975,397
FY 1978	23,206,195	1,627,634
FY 1979	25,410,476	1,744,567
FY 1980	29,910,681	1,726,948
FY 1981	31,260,097	2,275,539

Scope

The National School Lunch Program is administered by the Director of the School Lunch Section and staffed with 1 administrator, 1 secretary, 1 financial manager, 2 administrative assistants, 3 claims clerks, 1 posting machine operator, 1 clerk typist and 11 area consultants.

The program is presently in 1,907 public and eligible private schools and institutions with an average daily participation of approximately 345,500.

Representative Objectives

--To make available to all children enrolled in public and eligible private schools and institutions a lunch during a period designated as the lunch period

--To strive for state-wide participation of 70% of eligible children

--To provide nutritionally adequate meals that are acceptable to children, thus reducing plate waste

--Provide assistance to participants to ensure minimum meal requirements are met

--Provide assistance to participants to ensure all programs are accountable

Evidence of Program Effectiveness

Approximately 345,500 children a day are eating school lunches in Oklahoma. Children in all but one public school in the state have a nutritionally balanced lunch available to them. In addition to the public schools, approximately 29 private schools and 29 residential child care institutions are being reimbursed for meals served to children. This was approximately 60,756,511 lunches last year.

Involvement and Dissemination Activities

The federal regulations spell out the requirements and the state agency passes this information on to the schools through fact sheets. In addition, the school lunch consultants make regularly scheduled visits to schools to ensure that requirements are being met, to make available technical assistance, to ensure state sanitation standards are met, to provide workshops for food service personnel, and to conduct performance audits as outlined in the state plan.

CHILD CARE FOOD PROGRAM

Statutory Designation

Section 10, Public Law 89-642, 80 Statute 889 (42 U.S.C. 1779); Section 16, Public Law 94-105, 89 Statute 552 (42 U.S.C. 1766). Child Nutrition Act as amended, 978

Purpose

The Child Care Food Program (CCFP) was created to help meet the nutritional needs of children under school age. The Child Care Food Program currently funds meal service in eligible programs and provides training to food service personnel to create an awareness of good nutrition for children. In addition to reimbursement for meals the CCFP also provides partial funding for some of the kitchen equipment that is purchased by the participating programs through the Nonfood Assistance Program, now known as the Food Service Equipment Assistance Program.

State Allocation of Federal Funds

FY 1977	$1,827,670	$35,680	(Nonfood Assistance)
FY 1978	1,993,257	37,546	(Food Service Equipment Assistance)
FY 1979	2,302,522	73,214	(Food Service Equipment Assistance)
FY 1980	2,907,717	78,172	(Food Service Equipment Assistance)
FY 1981	3,132,871	55,517	(Food Service Equipment Assistance)

Scope

The Child Care Food Program is administered by the Director of the School Lunch Section and staffed with one administrator, four child care consultants, and two secretaries.

The program presently reaches 137 institutions who operate 343 facilities. These facilities serve 10,133 children a day. Three of the child care consultants offer assistance to programs so that they remain in compliance with Federal regulations, assist with completion of various forms for CCFP, and conduct training workshops. The fourth consultant works in the state office in planning workshops, nutrition and nutrition education.

The office staff will review applications, management plans and any additional information necessary to determine the ability of institutions to effectively carry out the program.

Representative Objectives

--To reach needy children with food services in public or private nonprofit institutions, especially those located in economically needy areas

--To improve overall accountability and quality of participants in the Child Care Food Program

The CCFP will continue efforts to encourage eligible institutions to participate in the program. During each year an outreach program is initiated to contact possible eligible programs. A 10 percent increase is anticipated in the program this year.

Evidence of Program Effectiveness

As can be seen by figures in the allocation of funds, the CCFP has grown with each year. Each institution and facility is monitored by the CCFP consultants who perform a lengthy administrative review. This is done to ensure that all programs are in compliance with State and Federal regulations.

Involvement and Dissemination Activities

The Child Care Food Program regulations outline the program requirements. The CCFP consultants aid the institutions and facilities in developing their own programs and their own methods of complying with the regulations.

Continued contact by mail, telephone and through CCFP consultants allows the state office to keep the participants informed of program requirements. Workshops are conducted during the year in various locations around the state to assist facility personnel in maintaining and upgrading their work effort.

The outreach effort to add new programs includes working with other State agencies. Outreach brochures explaining the Child Care Food Program have been made available to the licensing Unit of the Department of Human Services (DHS) and to Commodity Distribution, also part of DHS. Brochures were also supplied to the State Health Department. These offices come into contact with every eligible, but not participating, program at least once a year.

FOOD SERVICE EQUIPMENT ASSISTANCE PROGRAM

Statutory Designation

Section 5, 10, Public Law 89-642, 80 Statute 887, 889 (42 U.S.C. 1774, 1779)

Purpose

The facilities survey mandated by Public Law 91-248 and conducted statewide showed that food service equipment needs for the state of Oklahoma were in excess of $2,500,000.

The Food Service Equipment Assistance funds for the state of Oklahoma are used to support the establishment of new programs and the expansion, maintenance, and improvement of existing programs.

State Allocation of Federal Funds

FY 1977	$261,133
FY 1978	250,125
FY 1979	235,636
FY 1980	194,040
FY 1981	157,642

Scope

The Food Service Equipment Assistance Program is administered by the Director of the School Lunch Section and 1 secretary. The 11 area consultants assist when needed.

Approximately 47 schools were allocated funds in 1981.

Representative Objectives

--To distribute available Food Service Equipment Assistance funds to child care programs and schools in compliance with federal regulations and make available funds to schools attempting to implement offer vs. serve but not having needed equipment

Evidence of Program Effectiveness

With better equipment the schools are able to provide better quality and more acceptable food with less labor.

Involvement and Dissemination Activities

There are guidelines and criteria the schools must meet to be eligible to participate in the program and each year this information is disseminated through fact sheets and consultative visits.

NUTRITION EDUCATION AND TRAINING PROGRAM

Statutory Designation

Child Nutrition Act of 1966, Public Law 95-166, as amended October, 1977, Section 19

Purpose

The purpose of the program is to instruct teachers, students, and food service personnel in sound principles of nutrition education; train food service personnel in the principles and practices of food service management; and develop and use classroom materials and curricula.

State Allocation of Federal Funds

FY 1978	$320,338
FY 1979	314,869
FY 1980	256,879
FY 1981	188,226

Scope

Program staff for Fiscal Year 1981 included an Administrative Officer, three Nutrition Training Specialists, and a Secretary.

A resource library of audiovisual materials for use by classroom teachers and food service personnel is now available to all school districts through the State Department of Education Media Resource Center. Included in these resources are six slide-tape presentations which have been produced by Nutrition Education and Training (NET) staff.

Nutrition Education Specialists have been funded in four local school districts in the final year of this two year program in local schools. "Soup to Nuts," an instructional television series, was aired for the first time. This series of ten programs, each fifteen minutes in length, was produced as a consortium effort of nine states, including Oklahoma. Seven utilization workshops were conducted across the state for 180 teachers. Teacher guides are available. Airing of this series is continuing during the 1981-82 school year.

NET staff provided planning, coordination and resource provision services for all School Lunch workshops during the summer of 1981 with 1,127 school food service personnel participating.

Creative Nutrition Education-An Integrated Approach, K-6 is being distributed statewide. Ten thousand copies of these guides have been developed and printed with program funds. Twenty-four hundred copies were distributed within the first six weeks of publication. During August, 1981, training on use of the guide was provided for 516 teachers.

Nutrition Education Training was provided at workshops conducted during 1981 for teachers and cooks of 317 child care centers. Educational resource packets for teacher use were provided for 350 child care centers.

SCHOOL BREAKFAST PROGRAM

Statutory Designation

Sections 4 and 10, 80 Statute 886, 889 (42 U.S.C. 1773, 1779)

Purpose

Surveys show that breakfast is important in maintaining the health and well being of school children and that a number of children do not eat an adequate breakfast at home.

There is documented evidence that children who do not eat breakfast do not perform well in the classroom.

State Allocation of Federal Funds

FY 1977	$1,871,002
FY 1978	2,136,713
FY 1979	2,577,876
FY 1980	3,323,706
FY 1981	4,177,446

Scope

The School Breakfast Program is administered by the same state agency staff as the National School Lunch Program.

The program is in 799 public and eligible private schools and institutions with an average daily participation of 54,735.

Representative Objectives

--Make breakfast available in schools for children who for various reasons come to school without an adequate breakfast

--Increase the number of school breakfast programs by continuing to notify all nonbreakfast program schools as to the availability of the program

Evidence of Program Effectiveness

A total of 9,731,161 breakfasts were served to children last year.

Involvement and Dissemination Activities

In addition to interpreting federal regulations and assisting the schools with meeting requirements through visits by school lunch consultants, the state agency strives through fact sheets and other information to enlighten students, parents, school administrators and teachers of the nutritional needs of all students and the importance of good nutrition to start the day.

SPECIAL MILK PROGRAM

Statutory Designation

Sections 3 and 10, 80 Statute 885, 889, as amended, (42 U.S.C. 1772, 1779)

Purpose

To ensure the availability of fluid milk to children, to reduce the price to children who pay for their milk, and to serve milk free to children eligible under USDA guidelines

State Allocation of Federal Funds

FY 1977	$1,347,601
FY 1978	1,158,857
FY 1979	1,144,497
FY 1980	1,180,699
FY 1981	931,924

Scope

The Special Milk Program is administered by the same state agency staff as the National School Lunch Program and School Breakfast Program.

The program presently reaches approximately 1,168 schools, residential child care institutions, nonresidential child care institutions, and summer camps.

Representative Objectives

--Encourage the participation of schools and eligible private schools and institutions

Evidence of Program Effectiveness

Approximately 12,475,759 half pints of milk were served to children under the Special Milk Program last year. Over 2,516,629 of these were served free to eligible children.

Involvement and Dissemination Activities

The state agency interprets regulations to participants. Consultants visit participants to assure compliance. An effort to initially establish lunch and breakfast programs in private schools having the facilities and ability to serve meals is made before recommending the milk program.

SUMMER FOOD SERVICE PROGRAM FOR CHILDREN

Statutory Designation

Section 13, Public Law 94-105, 89 Statute 515 (42 U.S.C. 1761); Sections 7 and 8, Public Law 91-248, 84 Statute 211, 212 (42 U.S.C. 175 Pa, 1779)

Purpose

Provide nutritional help to children 18 and younger who would otherwise be deprived of the food assistance they get at other times of the year under the National School Lunch Program and the School Breakfast Program. Persons over 18 year of age determined by a State or local educational agency to be mentally or physically handicapped and participating in a public program established for the mentally or physically handicapped are also eligible.

State Allocation of Federal Funds

FY 1977	$761,438
FY 1978	656,129
FY 1979	774,772
FY 1980	668,012
FY 1981	563,218

Scope

The Summer Food Service Program was the responsibility of the non-school food program administrator and was staffed with 1 administrative assistant, 1 clerk typist and 7 summer consultants.

Thirty-six sponsors were approved to operate 178 summer sites.

Representative Objectives

--To make nutritious meals available to all preschool and school age children from needy areas, at public or private nonprofit, non-residential institutions or residential summer camps

--To encourage, where possible, other organized activities for children at the site locations

--To improve over-all accountability and quality of Summer Food Service Programs for Children

Evidence of Program Effectiveness

The 1981 Oklahoma Summer Food Service Program for Children consisted of 36 sponsoring agencies. Through concentration of outreach more schools were approved. Eighteen of the 36 sponsors were schools. Approximately 6,302 needy children were fed daily by these 36 sponsors.

Involvement and Dissemination Activities

The state agency notifies prospective sponsors well in advance of the start of the program of its availability. Sponsors are asked to attend a planning meeting early in the spring. At least three workshops are held in different sections of the State to aquaint sponsors with the requirements and forms pertaining to the program. As information and materials are received by the state agency, they are passed on to sponsors to aid them in having a quality program. During the program's operation the summer consultants make regular visits to sponsors and sites to ensure requirements are being met and provide technical assistance to improve nutritional offerings and quality of food service.

SCHOOL PLANT SERVICES SECTION

The goal of the School Plant Services Section of the State Department of Education (SDE) is to provide assistance and services that will help the LEAs enhance educational opportunities.

The School Plant Services Section administers a number of Federal and State programs. Those programs are:

Public Law 81-874, Impact Aid
Public Law 815, School Construction
Major Disaster Assistance
School Plant Assistance
Energy - School and Hospitals Program; Energy Conservation
Asbestos Program
Public Law 504, Handicapped; Subpart C, Building Accessibility
Special programs or concerns that affect the school plant

The School Plant Services Energy Section had to decrease its staff and services due to the lack of Federal funding for two professionals and one secretary.

However, we were still able to make considerable progress over the past year.

Some of the major accomplishments of the Section were: Audited 623 school buildings in 89 school districts; held one regional workshop on energy; provided technical assistance on-site to 40 districts; distributed 100 copies of the Guide to Energy Management in Schools; and assisted 35 districts in implementing an energy management program.

Under the Impact Aid program, the Section assisted 368 districts in filing their RSF-1 application and two Public Law 815 applications; held two statewide workshops on Impact Aid; provided technical assistance to 200 districts in addition to filling out the application for most of the 368 schools.

We received a grant from NIOSH to work with the asbestos problem. Ten state workshops were conducted.

DEMONSTRATION PROGRAM FOR SAFE ASBESTOS REMOVAL OR TREATMENT IN OKLAHOMA SCHOOLS

Statutory Designation

Grant from the National Institute for Occupational Safety and Health (NIOSH)

Purpose

To develop and deliver a program which provides for the effective dissemination of information about accepted procedures for the safe removal, encapsulation and enclosure of deteriorated, sprayed, friable asbestos in public school buildings

State Allocation of Federal Funds

FY 1980 $50,000

Scope

The program staff includes one and one-half full-time professionals and one half-time secretary.

Project duration is June 1, 1980, through June, 1981.

Technical assistance is provided to LEAs and asbestos contractors. Services encompass all applicable OSHA and EPA regulations and guidelines.

Representative Objectives

The two major objectives of this program are: 1) to increase awareness of EPA guidelines and OSHA regulations governing asbestos by school officials, architects, and contractors involved in asbestos corrective programs; and 2) to provide school districts with the technical information needed to establish corrective action programs.

Evidence of Program Effectiveness

Ten Regional Workshops were held.

Involvement and Dissemination Activities

Public school administrators and contractors are contacted by phone,

the Superintendent's Newsletter, Oklahoma Educator, special press releases, and special mailings.

The SDE working through the State Legislature was instrumental in getting two million dollars ($2,000,000) for school districts with asbestos problems. The funds are being distributed through the State Department of Health.

IMPACT AID PROGRAM

Statutory Designation

Sections 2, 3, 4, 5, and 403(1) of Public Law 81-874; and Section 305(b)(2) of Public Law 93-380, as amended by Public Law 95-561

Purpose

To provide to the school districts of the State assistance and service that will help the local educational agencies (LEAs) enhance educational opportunity

State Allocation of Federal Funds

	Sections II & III	Disaster Assistance
FY 1977	$16,467,115	$ 186,553
FY 1978	19,861,237	No Funding
FY 1979	18,272,031	No Funding
FY 1980	19,044,011	No Funding
FY 1981	22,915,232	No Funding

Scope

The School Plant Services Section administers Public Law 81-874, Impact Aid Program; Public Law 815, School Construction Program; and any program relating to school facilities and energy.

The program is administered by one secretary, one administrative assistant, and one administrator. There are five additional personnel who work on the Energy program.

In recognition of the responsibility of the United States for the impact which certain Federal activities have on the local educational agencies in areas in which such activities are carried on, the Congress through Public Law 81-874 provides financial assistance for those LEAs upon which the United States has placed financial burdens by reason of the fact:

(1) The revenues available to such agencies from local sources have been reduced as the result of the acquisition of real property by the United States since 1938; or

(2) Such agencies provide education for children residing on

Federal property; or

(3) Such agencies provide education for children whose parents are employed on Federal property; or

(4) There has been sudden and substantial increase in school attendance as the result of Federal activities.

To qualify for Impact Aid, the number of eligible students must be at least three percent of the total number of children who were in average daily attendance (ADA) during such year at the schools of such agency and for whom such agency provided free public education and provided that the ADA of the eligible students is at least ten. Also, an LEA may qualify by having an ADA of 400 eligible students.

The RSF-1 application must be submitted before January 31. However, if a district wishes to file for early payment, it must submit "A Letter of Intent to Apply" before October 1.

All funds received by the school district with the exception of funds received for the "Low Rent Housing" and "Indian and Military Handicapped" can be deposited in the General Fund and spent in whatever way the local board so decides.

Public Law 81-874 also provides assistance to LEAs who have suffered a natural disaster. If a school is located in an area designated by the Governor's office and President of the United States as a major disaster area, it may be eligible for financial assistance. Funds are available to supplement the replacement of both building and contents.

Evidence of Program Effectiveness

The unique part of the Public Law 81-874 program is that it is general aid and can be used by the district to meet the needs of the district whatever they may be. There are no requirements put on how the money is to be spent except with low rent housing students and handicapped students. This allows a superintendent to build buildings, pay for textbooks, etc.

The Impact Aid Program has proved effective. Without this aid many schools could not operate effectively on a tax base with present Federal tax exemptions.

The School Plant Services Section:

--Distributed and in most cases filled out, typed, and made copies of 367 RSF-1 applications; submitted three copies of each to Washington, D.C.; and returned one copy to the applicant by January 31, 1981.

--Provided architect on-site technical assistance to ten school districts on facility construction and retrofit.

--Helped organize and accompanied an Oklahoma delegation to Washington,

D.C., to secure funding for Public Law 81-874.

--Participated in one Federal Programs workshop in explaining Public Law 81-874, Public Law 815, and new Energy program legislation.

--Worked on-site with the U.S. Department of Education (USDE) officer in auditing and reviewing 28 school districts' Public Law 81-874 applications.

--Provided information through the Superintendent's Newsletter, direct correspondence and telephone calls to superintendents, Public Law 81-874 authorized representatives, and other interested personnel on Public Law 81-874, Public Law 815, Major Disasters, and new Energy Programs affecting school plants.

--Provided technical assistance by phone to numerous superintendents on school law regarding building school facilities.

--Provided technical assistance to approximately 300 districts on interpretation of payment sheets and related problems.

--Made 60 phone calls to Washington, D.C., and the USDE on behalf of school districts having problems with Public Law 81-874.

--Submitted 125 "Letters of Intent to Apply" to the USDE asking for immediate payments.

--Furnished statistical data to the USDE on all school districts in the State. Provided the USDE with the following information: Name of district, total ADA, revenue receipts for current expenses from all sources, current expenses paid from local sources, total current expenditures, local contribution rate, per pupil cost, legal classification, grade level, percent of pupils transported, pupil-teacher ratio, total assessed valuation of property for school purposes, school tax rate, estimated percent of change in state average per pupil cost from 1978-79, actual 1980-81 per pupil cost, and actual cost for those that have been accepted as comparables.

--Worked out a projection of the amount of money that all districts would receive in FY 1981 and informed the districts as well as Oklahoma's Congressmen.

--Compiled budget information on all 619 school districts in the State from school budgets in the Board of Equalization office.

--Conducted statewide survey of school buildings completed during FY 1981 to obtain data for the submission to USDE to be used if Public Law 815 projects are funded.

--One two-day statewide workshop was held for School Plant Managers with 200 people attending.

PUBLIC EDUCATION ENERGY PROGRAM

(Energy Conservation)

Statutory Designation

Title I, Part C, Section 301 of the National Energy Act. Grant from the Oklahoma Department of Energy

Purpose

To develop a statewide energy conservation program for schools. To provide technical assistance to local school districts on a voluntary basis to enable them to develop energy conservation and management plans and implement low-cost energy conservation measures to reduce energy consumption in school facility operations.

State Allocation of Federal Funds

FY 1978	$20,000	Cooperation grant with Department of Energy
FY 1979	31,280	Direct Grant from Oklahoma Department of Energy. No state or other funding; one-year funding only.
FY 1980	20,332	Direct grant from Oklahoma Department of Energy. No state or other funding; one-year funding only.
FY 1981	33,317	Direct grant from Oklahoma Department of Energy. No state or other funding; one-year funding only.

Scope

This program is administered the same as the Energy Grants Program. Assistance with project planning and conducting workshops has been provided by the State Department of Energy.

Evidence of Program Effectiveness

Accounting forms to assess school energy savings have been developed and delivered to schools for completion on a voluntary basis. Preliminary results are indicating significant savings in terms of reduced energy consumption. Demand for the enrgy conservation assistance as well as number

of districts assisted is in excess of grant requirements.

Involvement and Dissemination Activities

Major project activities are summarized as follows:

--The Guide to Energy Management in Schools was printed and 400 copies were distributed.

--Twelve Regional Energy Training Workshops were conducted for local educational agencies, private schools and vocational-technical schools. One hundred seventy-five participants were involved in these workshops. Focus was on enabling district personnel to develop energy conservation and management plans and perform energy audits of their facilities. Booklets and conservation plan guidelines were supplied to all participants. Letters of invitation to participate were sent to all districts.

--The SDE staff has assisted 50 districts in on-site establishment of energy conservation and management plans.

--An energy hotline telephone number was maintained for school personnel with energy-related questions.

--A slide presentation to graphically illustrate the development of an energy conservation and management plan was developed.

--Other activities include meetings with the State Department of Energy and participation in National Energy Workshops and meetings.

PUBLIC EDUCATION ENERGY PROGRAM

(Energy Conservation with Puppets)

Statutory Designation

Public Law 95-39, Part A, Section 465.6. Grant from the Oklahoma Department of Energy.

Purpose

To broaden the reach of current energy programs to include participation of children and educators at the elementary level. Past efforts at energy education relied heavily on the simple dissemination of materials in the form of cartoons, bright colors and lots of pictures to overcome the static nature of energy education. In this program we will use a combination of live action, humor, full costumes and a professional presentation of ideas on a personal basis to reach children in grade levels K-6.

State Allocation of Federal Funds

FY 1981	$39,200	Direct grant from Oklahoma Department of Energy. No state or other funding; one-year funding only.

Scope

This program is administered the same as the Energy Grants Program. Assistance with project planning has been provided by the State Department of Energy.

Evidence of Program Effectiveness

Planned milestones and activities resulting in actual performance in schools are scheduled for a later date, however, a mini-performance test of puppets, props and scenery at the Second Annual Governor's Energy Awareness Conference in Tulsa proved to be a crowd pleaser. Results with elementary children were as good as expected. Surprisingly, even youths in the secondary grade levels crowded around the booth to discuss energy with the puppet. Therefore, it is believed that the program will be well received once it is delivered to the schools.

Involvement and Dissemination Activities

Planned activities accomplished to date are:

--Development of script, costumes, scenery, puppets, etc.

--Trial performance of script material in one elementary school

--Publication of information concerning the program and development of list of 35 participating elementary schools

--Development of energy materials to be disseminated at the performances

--Meetings with State Department of Energy and participation in State Energy Workshops and meetings

PUBLIC EDUCATION ENERGY PROGRAM

(Energy Grants)

Statutory Designation

Title III of the National Energy Conservation Policy Act of 1978, Public Law 95-619, Grants Program for Schools and Hospitals and Buildings Owned by Units of Local Government and Public Care Institutions

Purpose

To reduce the consumption and associated costs of conventional energy resources and encourage the use of renewable energy resources, identify improved energy conservation measures, and facilitate their installation

State Allocation of Federal Funds

FY 1979	$157,794	Matching grant with the Department of Energy. Matching accomplished with funds from State Department of Vo-Tech Education, in-kind match from SDE, in-kind match from LEAs
FY 1980-81	39,706	Matching grant with the Department of Energy. Matching accomplished with funds from State Department of Vo-Tech Education, in-kind match from SDE, in-kind match from LEAs

Scope

This program is administered by an Administrator of Energy, Assistant Administrator of Energy, and one administrative technician, under the direct supervision of the Administrator of School Plant Services. Assistance with project planning and conducting workshops has been provided by the State Department of Energy.

The program has the potential to enable the 619 school districts of Oklahoma to save or "cost avoid" an estimated $10,625,000 annually on energy costs (based on present cost structures).

Representative Objectives

-- To achieve significant reductions (5-30 percent) in energy con-

sumption in school facilities via increased awareness of the effects of operation and maintenance on utility usage as identified in an energy audit

--To enable school districts to save or "cost avoid" significant expenditures for energy

--To enable as many school districts as possible to participate in receiving Federal grants

--Assistance to help reduce or alleviate districts' worst building energy problems

Evidence of Program Effectiveness

Four hundred twenty-eight (428) districts have conducted preliminary energy audits and 295 districts have additionally conducted a full energy audit. Furthermore, preliminary energy audits and energy audits have been conducted of all 34 area vo-tech schools. Results indicate an average potential for savings in the range of 20-25 percent for all fuels combined. Schools which have actually followed the audit reports and implemented operations and maintenance activities recommended have verified that even larger savings than reported are possible. Demand for energy audits has produced a backlog of work which may take a year or more to complete with resources and manpower available.

Involvement and Dissemination Activities

Major project activities are summarized as follows:

--The Energy Audits for Schools booklet was again distributed.

--A Regional Energy Training Workshop was conducted for local educational agencies. One hundred ten (110) participants were involved in this workshop. Focus was on training local personnel to perform preliminary energy audits and energy audits of their facilities and identify and implement improved operations and maintenance activities. Booklets, forms, and checklists were distributed at the workshop to all participants. Invitation to participate was sent to all districts.

--The SDE staff has assisted 230 districts in performing on-site energy audits.

--Articles concerning energy programs and good energy practices for schools were written and distributed through the Superintendent's Newsletter and the Oklahoma Educator.

--One hundred twenty-eight (128) districts applied for Federal Grants for Technical Assistance and Energy Conservation Measures. Applications were reviewed for conformance with the state plan guidelines and forwarded to the Oklahoma Department of Energy for ranking and funding.

--Ninety-three (93) districts have received or been recommended for approval of grants totaling in excess of $1,830,000.

--SDE staff worked directly with the Oklahoma Department of Energy to develop the State Plan for Participation in the Grants Program.

--Other activities include: Meetings with State Department of Energy, presentations at the State ASBO meeting, presentations at the State School Plant Managers Workshop, participation in National Energy Workshops and meetings, and participation in the Governor's Energy Awareness Conference.

SPECIAL EDUCATIONAL PROGRAMS AND PROJECTS FOR HANDICAPPED CHILDREN IN PUBLIC SCHOOLS

Common Name of Program

EHA-B (Education of the Handicapped Act - Part B)

Statutory Designation

Education of the Handicapped Act, Part B, Public Law 91-230, as amended by Public Laws 93-380 and 94-142

Purpose

To assure that all handicapped children have available to them a free appropriate education

To assure that the rights of handicapped children and their parents are protected

To assist states and localities to provide for the education of handicapped children

To assess and assure the effectiveness of efforts to educate such children

State Allocation of Federal Funds

FY 1977	$ 2,254,020
FY 1978	2,848,682
FY 1979	7,528,703
FY 1980	11,954,145
FY 1981	13,416,260

Scope

With FY 77 carry-over funds, 47 of 66 Flow-Through projects were funded for one-half of the grant award for each project. A total of 2,264 handicapped students were served with FY 77 carry-over in the amount of $532,396.

For FY 78, the remaining one-half of the 47 Flow-Through projects partially funded with FY 77 carry-over funds as well as 19 additional Flow-Through projects were funded in the amount of $683,122. Also, for FY 79, 40 Discretionary projects were funded in the amount of $696,348. A total of 4,024 handicapped students were served with FY 78 funds.

In total, $1,911,867 supported 106 EHA-B projects serving 6,468 handicapped students with FY 77 carry-over and FY 78 funds.

With FY 78 carry-over funds, 103 Discretionary projects were funded in the amount of $1,230,953. A total of 2,160 handicapped students were served with these funds.

For FY 79, 122 Flow-Through projects were funded in the amount of $5,636,007. There were 35 Discretionary projects funded in the amount of $597,645. A total of 18,940 handicapped students were served with Flow-Through funds and 1,875 handicapped students were served with Discretionary funds. Also, in FY 79, 18 Inservice projects were funded in the amount of $200,000.

In total, $7,664,605 supported 278 EHA-B prcjects and served 22,975 handicapped students with FY 78 carry-over and FY 79 funds.

For FY 80, 153 Flow-Through projects were funded in the amount of $8,330,600. There were 98 Discretionary projects funded in the amount of $2,615,605 from FY 79 carry-over and FY 80 funds. A total of 22,612 handicapped students were served with Flow-Through funds and a total of 8,021 handicapped students were served with Discretionary funds. Also in Fy 80, 20 Inservice Projects were funded in the amount of $415,687. A total of 9,383 teachers, teacher aides, and other personnel received training.

Within the Special Education Section, a total of 14 workshops and inservice programs were funded from FY 80 funds in the amount of $30,283. A total of 725 teachers, teacher aides, and other personnel received training.

In total, $11,361,892 supported 271 EHA-B projects and served a total of 30,633 handicapped students and a total of 11,900 personnel were trained through Inservice programs.

For FY 81, 170 Flow-Through projects were funded in the amount of $9,443,840. There were 82 Discretionary projects funded in the amount of $1,747,089 from FY 80 carry-over and FY 81 funds. A total of 25,108 handicapped students were served with Flow-Through funds and a total of 5,680 handicapped students were served with Discretionary funds. Also in FY 81, 20 Inservice Projects were funded in the amount of $424,634. A total of 14,707 teachers, teacher aides, and other personnel received training.

Within the Special Education Section, a total of 30 workshops and inservice programs were funded from FY 81 funds in the amount of $80,572. A total of 650 teachers, teacher aides, and other personnel received training.

In total, $13,416,260 supported 272 EHA-B projects and served a total of 30,788 handicapped students and a total of 15,357 personnel were trained through Inservice programs.

Representative Objectives

The objective is to provide opportunities for the handicapped student to advance at his/her own rate of educational development within the limits of his/her capabilities.

Specific project objectives are established for the following handicapping conditions:

- Trainable Mentally Retarded
- Educable Mentally Handicapped
- Learning Disabled
- Deaf
- Deaf-Blind
- Multi-handicapped
- Blind and Partially Sighted
- Speech Impaired
- Emotionally Disturbed
- Orthopedically Handicapped
- Other Health Impaired
- Hard of Hearing

Specific objectives are also established for:

- Inservice
- Parent Training
- Search/Find/Serve Activities

Accomplishment of these objectives is based on performance reports which indicate the number of special classes provided by the type of handicapping condition, number of handicapped students served, and the number of teachers, administrators, and parents trained through inservice programs. On-site reviews conducted by the Special Education Section staff, Regional Education Service Center staff, and Area Supervisors also provide input to help determine the accomplishment of objectives.

Evidence of Program Effectiveness

As a result of the FY 81 search/find/serve projects, local school districts across the state became more aware of the extent of their need to extend special education programs and services to handicapped students. A total of 61,478 children were counted as served. This increased awareness was reflected for state special programs funding for school year 1981-82.

Involvement and Dissemination Activities

Local Education Agencies making project application as single districts or cooperative districts completed their own needs assessment, developed an application based on identified needs, and submitted the application to the Special Education Section EHA-B Review Team for approval.

Coordination with other agencies for services, dissemination of project activities, workshops, newsletter, and publishing newspaper articles regarding services available were all a part of the project application. These activities were designed to make the entire state aware of the availability of services to handicapped children.

The Special Education Section of the State Department of Education also published articles in the Superintendent's Newsletter and other State Department of Education communiques to aid in this effort.

SPECIAL EDUCATIONAL PROGRAMS AND PROJECTS
FOR HANDICAPPED CHILDREN IN STATE INSTITUTIONS

Common Name of Program

Title I, Public Law 89-313

Statutory Designation

Title I of the Elementary and Secondary Education Act

Purpose

Financial assistance is provided to state agencies for programs to meet the special educational needs of handicapped children in state operated or state supported schools. In addition, funds may now be available by those state agencies to local education agencies under certain conditions for handicapped children who have left a state agency program and are now enrolled in a local educational agency program.

State Allocation of Federal Funds

FY 1977	$697,253
FY 1978	697,253
FY 1979	812,137
FY 1980	966,571
FY 1981	926,157

Scope

Public Law 89-313 monies serve nine approved state institutions. Those institutions are as follows:

Hissom Memorial Center
565 students; 23 staff

Hilltop School for Mentally Retarded
406 students; 25 staff

Jane Brooks School for the Deaf
55 students; 7 staff

Central State Griffin Memorial Hospital
90 students; 2 staff

Oklahoma School for the Deaf
136 students; 15 staff

Cherokee Park School for Mentally Retarded
409 students; 30 staff

Oklahoma State School for the Blind
107 students; 7 staff

OU Health Sciences Center Pre-school for the Deaf
16 students; 1 staff

Oklahoma Cerebral Palsy Center
80 students; 28 staff

LEAs Receiving Reserve Monies

Ada
Adair
Alex
Allen
Ardmore
Bethany
Braggs
Colbert
Cushing
Glencoe
Harrah
Jenks
Lawton
Lomega
Midwest City-Del City
Millwood
Moore
Muldrow
Muskogee
Norman
Oklahoma City
Panama
Putnam City
Sand Springs
South Rock Creek
Stillwater
Stroud
Temple
Tulsa
Vian
Watts

Representative Objectives

Each institution writes an annual application applying for Public Law 89-313 funds. Included in the application is a section for detailed description of their objectives and goals. If a local school district is serving a formerly institutionalized student, they can apply for reserve monies and must make application for funds to serve that particular child. How Public Law 89-313 monies are utilized for handicapped children will vary a great deal from one institution to another. Also, utilization by a local school district will vary depending on the child's handicap, the IEP written for the child, etc.

Evidence of Program Effectiveness

Evaluation procedures are also a part of the application. Detailed descriptions of their evaluation process are required in each application.

SPECIAL EDUCATIONAL PROGRAMS AND PROJECTS FOR
HANDICAPPED CHILDREN IN PUBLIC SCHOOLS

Common Name of Program

Pre-School Incentive Grants for Handicapped Children Ages 3-5

Statutory Designation

Section 619 of Education of the Handicapped Act of 1975, as amended by Public Law 94-142

Purpose

To encourage early programming for handicapped pre-school children in order to:

--Provide programs for handicapped children in accordance with State and Federal Statutes for children age 3-5

--Prevent additional or more severe handicapping conditions and realize greater long term cost effectiveness through early intervention

--Increase parent and community involvement in the development of children

--Maximize the benefit of the rapid learning phase of young children

State Allocation of Federal Funds

FY 1978	$177,527
FY 1979	247,039
FY 1980	342,879
FY 1981	517,501

Scope

In FY 1981 Oklahoma was divided into regional areas for pre-school incentive funds. Proposals were awarded on a competitive basis to eight areas. The recipients for respective areas included Alva, Bartlesville, Bishop, Moore, Muskogee, Soper, Poteau and Weatherford. Twenty-one teachers were employed for instructional purposes. Social services, parent training, medical consultation, physical therapy, psychological services, recreation therapy and transportation were conducted through the respective projects.

The respective projects served the following areas:

Alva

Alfalfa County
Beaver County
Cimarron County
Dewey County
Ellis County
Grant County
Harper County
Major County
Texas County
Woods County
Woodward County

Soper

Atoka County
Bryan County
Choctaw County
Marshall County
Johnston County
Murray County
Carter County
Love County
Jefferson County
Pushmataha County
McCurtain County

Weatherford

Roger Mills County
Beckham County
Greer County
Custer County
Washita County
Caddo County
Grady County
Stephens County

Poteau

Arkoma
Bokoshe
Cameron
Fanshawe
Heavener
Hodges
Howe
LeFlore
Monroe
Panama
Pocola
Poteau
Shady Point
Spiro
Talihina
Whitesboro
Wister

Bartlesville

Barnsdall
Avant
Wynona
Prue
Pershing
Hominy
Osage Headstart
Dewey Headstart
Ramona Headstart
Nowata Headstart
Oologah Headstart
Copan
Ramona
Nowata
Bartlesville

Bishop

Comanche/Cotton County
(15 Districts)
Kiowa County Co-op
(7 Districts)
Jackson/Harmon County Co-op
(11 Districts)
Tillman County Co-op
(5 Districts)

Muskogee

Tulsa
Muskogee
Cherokee
Wagoner
Okmulgee

Moore

Cleveland County
Coal County
Seminole County
Pontotoc County
Pottawatomie County
Garvin County
McClain County

Representative Objectives

The basic objective is to promote early identification and programming for pre-school handicapped children as defined in Public Law 94-142.

The specific objectives are to educate parents; survey children for developmental discrepancies; and evaluate, identify, and establish free and appropriate individual education programs in the schools for public agencies.

Evidence of Program Effectiveness

Approximately 1300 pre-school children are being served in the respective areas.

Involvement and Dissemination Activities

LEAs submitted proposals to provide services to pre-school handicapped children in respective areas. The EHA-B advisory panel, Regional Education Service Centers, LEA organizations, other agencies, and universities have provided information regarding needs and feasible solutions in their respective areas.

SPECIAL EDUCATIONAL PROGRAMS AND PROJECT SERVICES FOR DEAF-BLIND CHILDREN

Statutory Designation

Education of the Handicapped Act, Title VI, Part C, Section 622, Public Law 91-230

Purpose

To provide coordinated services for all deaf-blind children 0-21 years of age

To provide an appropriate educational program for 15 deaf-blind children in the Tulsa area

To improve competency of parents, teachers, and ancillary staff working with deaf-blind children

To disseminate information regarding services available to deaf-blind children

State Allocation of Federal Funds

FY 1977	$104,474
FY 1978	128,124
FY 1979	85,899
FY 1980	21,509
FY 1981	82,985

Scope

A deaf-blind coordinator and family services consultant are employed to work with all deaf-blind service programs and other agencies to assure the existence of appropriate services; monitor the continuum of services available to deaf-blind individuals; serve as an advocate for deaf-blind children and their parents; provide information to parents about deaf-blind services and programs and other community resources; survey existing and potential resources for vocational and recreational opportunities; consult with and facilitate the exchange of information between deaf-blind services to professionals and the general public, and report referrals and updates to the regional registry; and provide home-based education and family services when needed. During FY 80-81, 194 deaf-blind children received services.

Tulsa operates a public school program for deaf-blind children, ages 0-21 years. Through federal, state, and local contributions, a full range

of diagnostic and full-time educational services are available. Ten deaf-blind children were enrolled in the program during FY 80-81. This project provides continuation of the program for two months in the summer.

Representative Objectives and Evidence of Program Effectiveness

Continue to identify deaf-blind children. There were 65 new referrals made during FY 80-81.

Assist in placing referred children in appropriate programs. One hundred (100) children received full-time educational programs, 37 were in part-time educational programs, 21 were in home programs, 15 were in residential-medical programs, 3 were employed, 1 was in a vocational evaluation center, 2 were awaiting placement in the evaluation center, 12 received rehabilitation evaluation or training, 3 were in no program, and 7 were unknown.

Provide information to parents about deaf-blind programs, other community resources, and legislation through an annual statewide workshop and other means deemed appropriate. In addition to 300 individual family contacts, a statewide parent and sibling workshop was held. Fifty-four parents, 40 siblings, and 28 deaf-blind children attended.

Provide inservice training to personnel working with deaf-blind children and their families. Thirteen workshops were held in the state to assist teachers, social workers, and other ancillary personnel in the areas of teacher/child relationships, methods, materials, co-active movement, orientation and mobility, handling and positioning, language stimulation, family assessment, and evaluation. There were 227 participants in these sessions.

Involvement and Dissemination Activities

Information is disseminated through meetings, workshops, and personal contacts.

STATE IMPLEMENTATION GRANT FOR EARLY CHILDHOOD HANDICAPPED

Common Name of the Program

State Implementation Grant (SIG) for Early Childhood Handicapped

Statutory Designation

Education of Handicapped Act, Public Law 93-380 and Public Law 94-142

Purpose

To provide education and related services to young handicapped children, birth through eight years of age, through the coordination of services available through public agencies. The joint effort of the agencies will provide better services for the child and his/her family and more cost effective benefits for the local educational agency. The long-range goal is to provide timely and early intervention to prevent or reduce the impact handicapping conditions have on the child, his/her family, and society.

State Allocation of Federal Funds

FY 1979	$76,380
FY 1980	17,100
FY 1981	-0-

Scope

The design of the project was to work out interagency arrangements in pilot areas. Problems incurred in the coordination of services were addressed by a Task Force of State Level Policy Personnel which had been formed through the assistance of the Governor's Mini-Cabinet on Human Resources. Reorganization of state and federal government prevented the development of formal agreements with the exception of Headstart. Informal arrangements are being developed in many local areas pending final federal and state budget arrangements.

Representative Objectives

The objective was to draft interagency agreements which would accomplish the following:

--Develop linkages including shared staff facilities, joint staffing, and other collaborative efforts at state, regional, and local levels to assist early childhood handicapped.

--To improve the coordination of services for early childhood handicapped. These linkages will be between the State Depatment of Education, the Department of Human Services, Oklahoma State Department of Health, Oklahoma State Department of Mental Health, Headstart, and others.

--Assist in the planning, development, and implementation of training/technical assistance (pre-service/in-service) at the state, regional, and local levels.

--Establish and maintain standards including regulations, guidelines, and policy which determine direction for early childhood education for the handicapped services.

--Develop and maintain systems to enhance data management and administration of early childhood education for the handicapped.

Evidence of Program Effectiveness

The effectiveness of the State Implementation Grant will be in terms of the provision of practical and appropriate direction or guidance for parents through agency personnel cooperation and practical services for young handicapped children at the local and state level.

Involvement and Dissemination Activities

Local educational agencies and community child service providers, parents, extended family, and interested civic groups are asked to assist in the development of systems that will reduce and prevent handicapping conditions. The various agencies will define their role, availability, and resources in a publication which will provide a sense of direction or guidelines for helping children with developmental delays or handicapping conditions.

The Direction Center type materials will be placed in 200 public libraries, regional education service centers, and other state and local agencies in accordance with the provisions of the Annual Program Plan Amendments for the Education of the Handicapped for FY 1980.

Local civic groups including the Oklahoma Extension Homemakers, Junior League, and other groups are helping with this effort. A "Quality of Family Life" workshop is being planned for September, 1982, by Maternal

Child Health and the March of Dimes along with representatives from the State Department of Education and other agencies. This will further the intent of coordination of services which was the purpose of the grant.

SPECIAL EDUCATIONAL INSERVICE PROGRAMS AND TRAINING FOR TEACHERS OF THE HANDICAPPED

Statutory Designation

Education of the Handicapped Act, Title VI, Part D, Public Law 91-230, as amended by Public Law 92-142

Purpose

To provide training for general/special educators and parents for the purpose of increasing their skills in providing an appropriate education for handicapped students

State Allocation of Federal Funds

1977	$170,000
1978	104,000
1979	95,000
1980	200,000
1981	200,000

Scope

Special institutes were conducted to update the training skills of Oklahoma educators and parents for working with handicapped learners. In addition, manpower planning activities were implemented throughout the state in an effort to effectively assess future needs.

Training was provided regular vocational teachers and teachers of physically handicapped for classroom management and equipment adaptation in career education for physically handicapped students.

Vo-Tech educators were provided training to improve their abilities to adapt career education activities to meet the needs of EMH and LD students as identified in an IEP.

Training was provided special educators to improve educational techniques appropriate to the needs of the visually impaired within local schools.

Inservice training was provided for speech pathologists in programming services and selecting appropriate devices for severely handicapped students.

Regular and special educators were trained to produce teacher-made instructional materials and to select and adapt commercial materials for working with handicapped students.

Administrators increased their skills in developing, implementing, and evaluating effective programs for meeting state and Bureau of Education for the Handicapped (BEH) objectives of full service for all handicapped learners.

Training Extension Program psychometrists were trained for developmental assessment of early childhood and severely/profoundly handicapped students.

Training packets were developed and piloted to train paraprofessionals in the awareness of both legal and practical aspects and implications of an appropriate education for handicapped students. Some issues addressed were:

--transportation
--food service
--barrier-free environment
--confidentiality

Parents were trained in effective parenting skills involved in the educational process as they relate to the child's IEP.

The state system of Comprehensive Personnel Development was refined through improved interagency communication, data collection, analysis, and dissemination techniques. The program is on-going throughout the three-year cycle.

Leadership and coordination was provided for activities in preservice and inservice special education for personnel who work with handicapped children:

--Planned and coordinated VI-D training for professionals, support personnel and parents.

--Coordinated activities for special education with other training programs: Midwest Regional Resource Center, Regional Deaf-Blind, and others. SEA, RESC, and local inservice activities were funded through EHA-B.

--Prepared FY 1982 VI-D proposal in the education of Exceptional children.

Representative Objectives and Activities

--To update special education certified personnel to work with handicapped children

--To acquaint regular classroom teachers and administrators of public schools with education of the handicapped and with federal and state legislation

--To provide parents with an opportunity to train in the IEP process

--To maintain an on-going comprehensive system of personnel development

Evidence of Program Effectiveness

As a result of the special institutes, educators and parents are better prepared to provide an appropriate education for handicapped students. During the school year 1980-81, all identified handicapped students had an IEP prepared for them and a special program implemented.

Many educators upgraded their credentials following the completion of graduate level training thus improving their qualifications for educating handicapped boys and girls.

Involvement and Dissemination Activities

Presentations on the evolution and effectiveness of Oklahoma's Comprehensive System of Personnel Development were made at the meeting of the Southwest and Midwest Regional Resource Centers at El Paso (fall of 1979), the Bureau of Education for the Handicapped sponsored manpower planning conference in Oklahoma City (spring of 1980), and the National Association of State Directors of Education (NASDE) sponsored VI-D and CSPD project managers conference in Washington, D.C. (summer of 1980).

STATE LEADERSHIP

Common Name of the Program

Strengthening State Education Agency Management

Statutory Designation

Elementary and Secondary Education Act of 1965, as amended by Public Law 95-561, Title V, Part B

Purpose

To strengthen the leadership resources of state educational agencies and to assist in identifying and meeting the critical educational needs of the state

State Allocation of Federal Funds

FY 1977	$792,976
FY 1978	792,976
FY 1979	792,976
FY 1980	792,976
FY 1981	792,976

Scope

The goal of the Title V-B program is to strengthen the leadership and management capabilities of the state educational agencies. In the Oklahoma State Department of Education (SDE) these funds have been used to expand or add new activities to every division in the department. Prior to the writing of the State Title V-B application and making revisions, the SDE conducts a department wide needs assessment to determine areas of need in relation to strengthening the SDE. During the 1981 fiscal year, the Oklahoma SDE allocated the resources to research, planning, evaluation, instructional specialists, SDE management, certification, technical assistance for local educational agencies (LEAs), and SDE staff development.

During the 1981 fiscal year, there were 21.94 FTE professional staff and 12.95 FTE support staff employed by the Oklahoma SDE under the Title V-B, Strengthening State Educational Management grant. The staff employed and activities maintained by strengthening funds provide support to all three divisions of the department. The improvement of management and

general operations continues to be a priority in the program at the SDE level. However, the focus of the activities is on providing technical assistance in a variety of areas to the LEAs.

Representative Objectives

--The Planning, Research and Evaluation (PRE) Section will encourage and improve planning capabilities throughout the Oklahoma educational system.

--The State Department will review the needs for improvement in the schools as reflected in the needs assessment activities and will employ staff to stimulate improvement in the instructional practices in LEAs.

--The State-Federal Programs Division will provide services to the general management and to the operational units and personnel in the SDE. Attainment of this objective will be determined by an annual management-by-objective performance review of each section in the State-Federal Programs Division.

--The Certification Section will evaluate at least 20,000 teacher education transcripts with respect to the State Board of Education's Teacher Certification Regulations and recommend the issuing of approximately 16,500 certificates.

--The Federal Programs Section of the SDE will conduct inservice developmental programs to increase competencies of LEA personnel by providing workshops and technical assistance.

--The Oklahoma SDE will schedule professional staff members to attend out-of-state workshops designed to help individuals gain insights and skills needed to make better decisions for the improvement of education.

Evidence of Program Effectiveness

The Title V-B application for the 1981 fiscal year included six objectives. Many activities were conducted and a satisfactory degree of achievement was obtained in all of them. The following highlights give a summary of the overall effectiveness of the program:

(1) The Planning, Research and Evaluation Section conducted activities in the following areas: researched and wrote ten articles for educational improvement, provided technical assistance in developing 18 proposals (two were funded from new sources), provided technical assistance to approximately 30 LEAs, provided inservice training in 20 schools, developed training capabilities in 28 different workshop subjects, assisted in 25 on-site evaluation visits, presented 14 evaluation training sessions, and coordinated the annual evaluation report preparation for the Federal Programs Division.

(2) The impact of the instructional specialists on the Oklahoma educational system is extensive. The accomplishments of this group are too extensive to be adequately reported in such a brief report. The individual reports from the instructional specialists reflect the following activities: organized and conducted workshops, developed curriculum resource publications, assisted in on-site curriculum review teams for LEAs, provided technical assistance to LEAs in the process of studying their curriculum, participated in professional organization activities, assisted the LEAs and the SDE staff in developing State plans and proposals to request funding for special projects, presentations to college classes, participated on North Central Accreditation Evaluation teams, distributed resource material related to the various disciplines to the teachers and administrators, and developed articles for the Oklahoma Educator to disseminate information on outstanding programs.

(3) Providing services to the general management of the SDE is accomplished by providing staff and other resources to the following administrative units and activities: Fiscal Service Section, Federal Financial Assistance Director, microfilm service, Personnel Office, Mail Room, Printing Section, Audit Section, and support staff for the Assistant Superintendent of Instruction. The results from the activities have enhanced the overall management by providing the following: a management-by-objective system for the Federal Programs Division, performance reviews, itinerary coordination, a district annual evaluation summary of Federal Programs from each LEA, personnel services, improved auditing procedure, a system of microfilming all official SDE records, prompt mail service, and professional quality printing of SDE material.

(4) During fiscal year 1981 the SDE issued 17,186 certificates in the various categories authorized by the State Board of Education. In the process of issuing certificates, the Certification Section received 18,900 applications, conducted 3,800 counseling sessions with individuals preparing for certification, evaluated 4,250 transcripts without certificates being issued, notified 8,500 educators that their certificates were expiring, conducted 6,500 telephone counseling sessions with individuals preparing to make application for certification, wrote more than 5,100 letters to applicants, and distributed material related to teacher education and the Certification Handbook.

(5) The Oklahoma SDE conducted numerous inservice training activities designed to meet the needs of the LEAs. This objective under Title V provides available funds for consultants, materials, rent, and other costs in conducting inservice. This objective

is dedicated to providing resources to emerging issues which do not have established budgets. During FY 1981 the activities were committed to such areas as: planning for staff development, English as a second language, energy conservation, transition program for refugee children, micro-computer, video tape recorders, and community education.

(6) The Oklahoma SDE continued to provide professional growth opportunities for the staff. Basically, the funds under this objective are used to fund out-of-state conferences on emerging issues that cannot be funded from regular travel. During FY 1981 the staff participated in such areas as community education, business management, curriculum content assessment, library media, guidance and counseling, cultural understanding, basic skills, communications, adult education, public relations, and educational research.

Involvement and Dissemination Activities

Identification of priority areas for Title V, Part B, Strengthening programs is accomplished by involving staff members in all divisions of the SDE. The Assistant Superintendent of State-Federal Programs makes recommendations to the State Superintendent of Public Instruction and his executive committee makes decisions in relation to identified needs and available funds.

TRANSITION PROGRAM FOR REFUGEE CHILDREN

Common Name of the Program

Transition Program for Refugee Children

Statutory Designation

Refugee Act of 1980, Public Law 96-212

Purpose

To provide Federal assistance to states in order to assist local educational agencies to provide supplemental educational services to the Indochinese refugee children enrolled in public and nonpublic elementary and secondary schools

State Allocation of Federal Funds

FY 1977	$415,802
FY 1980	131,218
FY 1981	207,488

Scope

On March 24, 1981, the Oklahoma State Department of Education received a grant of $207,488 from the U.S. Department of Education for the Transition Program for Refugee Children. One percent of the grant ($2,074.88) was allocated to the Oklahoma SDE for administration of the statewide program. The LEA subgrants were determined by a formula which gave consideration to the number of students, grade level of the students, and the date of arrival in the United States. The following 15 local educational agencies were awarded subgrants according to the number of eligible refugee students enrolled in school as of January 12, 1981:

LEA	Number of Refugee Students	Subgrant
Ardmore	23	$ 3,719.07
Colbert	1	180.93
Enid	58	9,971.14
Flower Mound	48	8,262.37
Lawton	192	37,411.87

LEA	Number of Refugee Students	Subgrants
Midwest City-Del City	12	$ 2,231.44
Moore	18	3,377.32
Muskogee	19	2,874.74
Oklahoma City	712	119,834.58
Pocola	5	221.13
Putnam City	25	4,724.23
Shawnee	3	603.09
Stillwater	55	2,814.43
Tulsa	14	8,222.17
Weatherford	8	964.95
Total	1,193	$205,413.46

Representative Objectives

--To provide inservice training for the teachers and tutors to assist them in improving their skills in teaching the Indochinese students

--To develop the English language proficiencies of each student in order that the students can acquire a functional level of communicative skills

--To provide individualized and small group instruction to produce proficiency in English

--To provide inservice training to assist teachers with cross-cultural knowledge of students' heritage and culture

--To provide special materials for teaching English as a second language to facilitate individualized instruction for these students

--To employ personnel to provide supplementary educational services to Indochinese students

Evidence of Program Effectiveness

In the performance report submitted, the LEAs all reported satisfaction with the attainment of the objectives established for their programs. The LEA administrators have indicated verbally and in writing that a majority of the Indochinese students have adapted to the Oklahoma public schools extremely well and are achieving on an appropriate level. We feel supplementary services offered have been a key to permitting these students to

adapt to a new language and educational system.

A majority of the Refugee students are highly motivated in relation to educational objectives. In a relative short period of time most of the students are mainstreamed into the regular classes. Some of the schools have reported students with learning disabilities requiring special education, speech therapy, and other remedial services. Their overall evaluation of the Transition Program For Refugee Children in Oklahoma indicates above average success in accomplishing the objectives.

Involvement and Dissemination Activities

The U.S. Department of Education regulations under the Transition Program For Refugee Children required that "each participating LEA shall take steps to provide parents of eligible children an opportunity to become effectively involved in the planning, implementation and evaluation of LEA services provided."

The Oklahoma Department of Education disseminated information regarding the program through the Oklahoma Educator and the Superintendent's Newsletter. Many of the LEAs published articles in their local newspapers regarding the Indochinese refugee program.

SUMMARY

The purposes of this report as listed in the introduction were to describe the functioning of the the Division of State-Federal Programs, increase understanding of various programs and provide information about the achievement of objectives. The report does not attempt to provide a comprehensive analysis of all evaluative data. The report utilizes selected, representative data to provide information about the local implementation of educational programs begun at the national level. Both data gathering and data analysis used anecdotal rather than normative techniques. Such a technique allowed for collecting similar data about widely differing programs yet elicited the quantitative data needed for this report.

Functions of the Division of State-Federal Programs

Evidence that the Division fulfilled its function of providing technical assistance in the planning and developing of proposals and programs is the existence of locally initiated programs in the areas listed. Programs and projects require that a proposal be written or an application completed. Assistance was provided relative to these efforts; all proposals and applications were reviewed before funds were granted, allocated, or disbursed. Programs were further supported through technical assistance in implementation, monitoring visits, consultation, program evaluation and recommendations.

Each program provides some form of workshop, seminar, consultation or assistance designed to facilitate planning and/or implementation. Examples, several of which are noted in individual program sections of this report (and others which are not) include:

> The Federal Programs Division continued the use of the District Annual Evaluation Summary of Federal Programs consolidated report form to collect program participation and evaluation data for ESEA Title I, Title I N&D, Title I Migrant Education, Title IV-B (Instructional Materials and School Library Resources), Title IV-C (Improvement in Local Educational Practice), and P.L. 89-313 (Handicapped Children in State Institutions) programs. Twelve regional workshops were conducted to instruct and assist LEA personnel in completing the report. Packets containing two sets of the report form, all pertinent instructions, and data worksheets were distributed to district representatives participating in the workshops. Regional workshops participation totaled 687 individuals representing 449 school districts and several county superintendent's offices. Evaluation packets were mailed to 148 program districts which were not represented in one of the regional workshops. Some form of follow-up technical assistance was provided by the Planning, Research, and

Evaluation (PRE) Section to approximately 75 districts. Districts returned this report summary to the PRE Section where the report was checked prior to being taken to the Data Section for data entry. Reports submitted which contained obviously erroneous entries and/or were incomplete were returned to the district for confirmation of data, correction, and/or completion. A letter and items checklist which specified items requiring further attention accompanied each of the reports returned to districts. The PRE Section works with the Data Center to determine the program for and format of the computer printout of program data. Once computer printouts of program data are available in final form, a copy of the printout for each program on the consolidated report form is provided to the program administrator and to higher level administrators in the SDE. This evaluation information is used in conjunction with information taken from district applications and proposals and SDE fiscal records to prepare reports required by federal regulations. Information processed from data collection is thus made available for use by decision-makers. Evaluation data and information in summary form is shared with district personnel via subsequent workshops, meetings, and publications. Summary information is available to other interested individuals upon request.

The publication, Title I in Oklahoma, 1981, was produced as a joint venture by the PRE Section, Compensatory Education Section, and the Communications Section, with photographic assistance from the Media Section and the Title IV-B Section.

The ESEA Title IV-C program again conducted the annual fall Proposal Writer's Conference. The conference provided LEA personnel interested in developing proposals for funds to improve educational opportunities in their district with a general overview of purposes, guidelines and procedures applicable to the proposal process. Specifics relative to needs assessment, goals and objectives writing, program expectations and requirements, evaluation design and measurement, involvement of non-public schools, implementation, record-keeping, and dissemination were addressed. In the ensuing months, much follow-up assistance was provided to LEAs in the forms of brainstorming, planning for and developing needs assessment approaches, analyzing needs, and providing technical assistance in the writing of proposals.

Inservice and staff development training has been conducted at a somewhat increased level of activity due at least in part to House Bill 1706.

The Oklahoma State Department of Education continued its involvement in projects with the Southwest Educational Developmental Laboratory. Activities focused primarily upon the Regional Planning and Service Project, Regional Exchange Project, and the Women's Leadership Project.

Understanding Federal Programs

Goals listed for Federal Programs focused attention on the equalization of educational opportunity, the improvement of educational opportunity, the improvement of education, and the support of selected educational functions. A summary view of the programs suggests that these goals are approached through the programs included in this report.

The FY 1981 report contains information on some programs which are new to the Department; these include: Basic Skills Improvement; Educational Services for Cuban and Haitian Entrant Children; Featherfoot: The Oklahoma Challenge; Gifted and Talented Education; Oklahoma Cultural Understanding Project; School Bus Driver Education; and Energy Conservation with Puppets. Some previously-appearing programs are no longer included because federal funds are no longer available for the program. Some other previously-included programs are presented under revised names and/or changed titles.

The tabulation which follows the contents pages lists each program with its title designation and legislative source. The purposes of the program listed at the beginning of individual reports indicate the variety of ways programs are designed to work toward goal attainment. For example, special educational opportunities were provided for under-educated adults, migrant children, handicapped disadvantaged persons, and individuals who were incarcerated. Children in public and private schools and teachers of special groups as well as mainstream classes are provided with learning facilities and opportunities not available from usual sources of funding.

Objectives of Federal Programs

In the introduction of this report four objectives were listed for the federal programs described. Data were collected and organized to reflect efforts made toward the achievement of each of the objectives.

Activities of the Division are designed to:

> Objective 1: Ensure that the scope of local projects is adequate to accomplish the purpose of the program.

Each program description gives the scope of the program, usually in terms of students and school staff. Number of students in individual programs ranged from 10 students served by the Tulsa program for the deaf-blind to the 80,231 students served in the program for the educationally disadvantaged. Several program descriptions list the LEAs involved to show availability of services throughout the state.

Objective 2: Facilitate the development of objectives whose accomplishment will achieve the goals of the programs.

Evidence of the successful development of objectives is to be found in each report. Objectives focused upon diverse aspects of learning ranging from basic skills acquisition and improvement to energy conservation awareness and practices learned as a result of watching a puppet show. When proposals and applications were received, objectives were carefully reviewed to compare their relationship to the purpose of the program. If changes were needed, technical assistance, consultation, and recommendations were available to the local education agencies.

Objective 3: Validate the local evaluation of programs to ensure that projects have accomplished objectives and use evaluation information to improve programs.

Evidence that projects have accomplished objectives is presented in the section of each report entitled "Evidence of Program Effectiveness." Evidence of program effectiveness is varied and includes:

--Title I involved 80,231 participants (unduplicated count) in educational programs during the regular term of the 1980-81 school year. Of these students, 54,284 received instruction in reading; 12,784 received instruction in language arts, and 27,287 received instruction in mathematics. Some students were provided instruction in more than one subject area. Title I served 4,620 participants in summer school.

--Regular term Title I students made an overall average Normal Curve Equivalent (NCE) gain of 6.31 in reading; 4.83 in language arts; and 8.99 in mathematics.

--The Title I programs employed 2,601 full-time equivalent educational staff; this includes 1,668 teachers and 933 teacher aides; others are administrative, clerical, support services, curriculum specialists, and other.

--Migrant education programs provided services to 4,300 students in 34 districts. Average NCE gains were: 5.26 in reading, 4.79 in language arts, and 6.78 in mathematics.

--ESEA Title IV-C funded 82 projects which provided educational services to over 75,000 participants.

--The Planning, Research, and Evaluation Section conducted activities in the following areas: research studies, surveys, provided technical assistance in developing proposals for funds, technical assistance to LEAs, technical assistance in conducting needs assessments, conducted inservice education on technical subjects related to planning, research, and

evaluation, and coordinated the activities of the Federal Programs Division Annual Evaluation procedure for LEAs with Federal programs.

Objective 4: Monitor activities designed to involve participants and other citizens in planning and implementing programs.

The final section of each report describes the way individuals who will be directly served by the program are involved in planning and how others are informed about the program. Listed are advisory committees for Titles I and IV-C; articles in SEA news publications; education fairs; interagency cooperation; participation by civic and service organizations; distribution of pamphlets and brochures; and presentations in meetings and on television.

The data included in this report and the evaluation efforts these data represent indicate that federal programs make an impact on education far beyond the proportion of funds invested. In some way every student in Oklahoma has benefited by projects or materials initiated through federal programs. For some groups the special effects of federal programs have made possible a productive educational experience which otherwise would not have been feasible.